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AUTHOR Pearce, Donald C.; And Others
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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the South Carolina State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 75 and 76 may reproduce poorly.) (EA)

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA, S.C. 29201

DEPARTMENT OF EDUCATION

Cyril B. Busbee.....State Superintendent of Education

Charlie G. Williams.....Deputy Superintendent of Instruction

Prepared by:

Title I Section
Donald C. Pearce, Director, P.L. 89-10
Dannelly Brabham, Coordinator, Title I
Quay Roseman, Supervisor
Jack Seurynck, Supervisor

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INTRODUCTION

For the Fiscal Year 1970, the Congress of the United States appropriated over one billion dollars under Title I of the Elementary and Secondary Education Act to be used for the education of disadvantaged children. South Carolina's share of that appropriation to local school agencies and State agencies was over thirty million dollars.

A majority of the Title I programs were operated by school districts for disadvantaged children regularly enrolled in school. Special programs were also conducted for children of migratory agricultural workers, handicapped children in State schools and neglected and delinquent children in State institutions. By means of a wide variety of projects, the disadvantaged children have received special consideration that would not have been readily available without Title I assistance.

This report is designed according to the format provided by the U.S. Office of Education. Sections consist of a question to be answered, the accompanying text, and additional supporting tables. Information regarding children of migrant agricultural workers, handicapped children in State schools and neglected and delinquent children in State institutions is reported separately and is therefore not a part of this evaluation.

1. Provide the following basic statistics:

A. Total number of operating LEA's in the state	93
B. Number of LEA's participating in Title I	
(1) during the regular school term only	0
(2) during the summer term only	3
(3) during both regular and summer term	86
C. Number of Title I programs	89
D. Unduplicated number of pupils who participated in Title I programs	
(1) enrolled in public school	311,792
(2) enrolled in nonpublic school	1,309

The total number of children served in Title I projects during fiscal year 1970 remained constant with the previous year's level of participation. It is apparent that Title I projects are serving more children at the elementary level (K-6) as is indicated by Table 1-1, 1-2, and 1-3. This is consistent with the state philosophy toward designing compensatory programs which are preventive rather than remedial programs. As further evidence of this philosophy, Table 1-1 illustrates the percent of participation at the kindergarten level. Though South Carolina does not offer a statewide kindergarten program for all five year old children, the State Legislature has appropriated $500,000.00 to operate pilot programs. Title I monies supported 62 percent of children attending regular term and Title I funds supported 100 percent of children attending summer term as illustrated in Column K, Table 1-2.

Table 1-1

STATE TOTAL AND TITLE I ENROLLMENT BY GRADE LEVEL

REGULAR AND SUMMER TERM

	TOTAL ENROLLMENT	REGULAR TITLE I	SS TITLE I
K	3,435	2,132	3,129
1	64,154	31,710	3,977
2	59,593	32,232	5,622
3	59,004	30,870	5,690
4	58,574	30,680	5,667
5	57,258	30,104	5,231
6	56,673	28,406	4,952
7	59,203	26,085	4,203
8	57,226	23,488	3,335
9	54,732	22,228	3,365
10	48,870	17,707	2,805
11	41,571	15,666	2,402
12	35,990	14,000	1,364
Sp. Ed.	13,057	6,484	912
	669,340	311,792	52,654

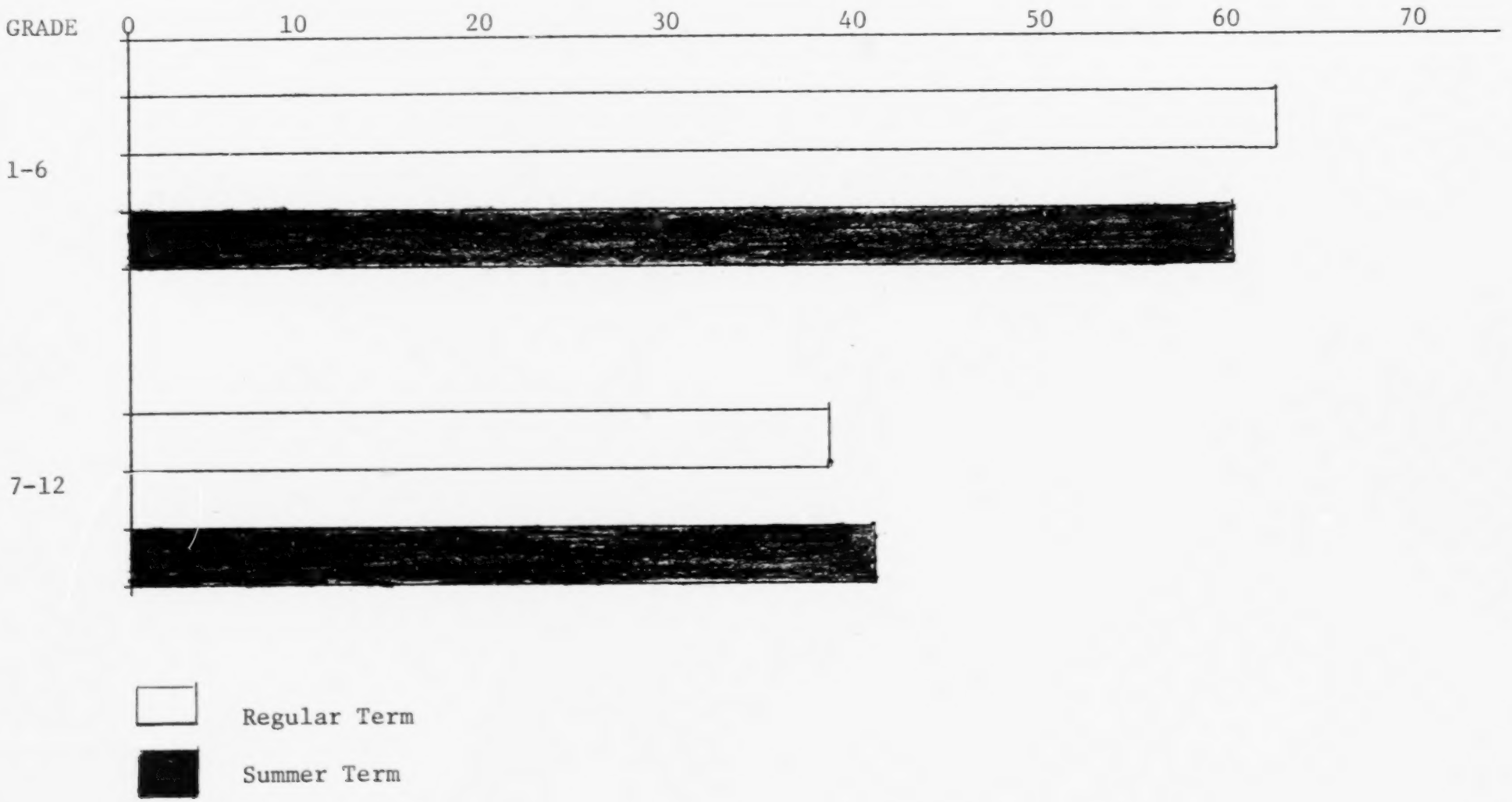
Table 1-2

PERCENT OF TOTAL STATE ENROLLMENT BY GRADE LEVEL PARTICIPATING
IN REGULAR AND SUMMER TITLE I PROGRAMS

South Carolina does not have a statewide kindergarten program. A one-half million dollar state appropriation to operate pilot programs is represented in the above Column K. Title I supports 62% of regular term and 100% of summer term participants. Both terms are represented in Column K.

Table 1-3

PERCENT OF TOTAL STATE ENROLLMENT BY ELEMENTARY AND SECONDARY LEVEL
PARTICIPATING IN REGULAR AND SUMMER TITLE I PROGRAMS



As a review of Table 1-4 and 1-5 clearly indicates, the percentage of funds expended for instructional purposes has increased during Fy 70 when compared with Fy 69. It can also be noted from this table that within the instructional areas, there was a marked decrease in the amount of money expended for equipment and other capital outlay items during Fy 70. With regard to the supportive service expenditures illustrated on Table 1-4 and 1-5, there was a marked decrease during Fy 70. This can be attributed to the fact that districts attempted to limit supportive services to only deprived students with an educational need. In other service expenditures there was a slight increase in the amount of funds expended during Fy 70, particularly in administration salaries. This can be attributed to the leadership exerted by the State agency in encouraging school districts to employ evaluators and other key personnel in an attempt to improve compensatory program development and accountability.

In Fy 69 the total funds approved for local school districts and State supported institutions for the handicapped, neglected and delinquent constituted 99 percent of the total grant of $29,997,874.00 available under Title I. In Fy 70 approved funds for school districts and institutions constituted 93 percent of $34,299,558.00 available under Title I. A marked decrease in the amount of funds approved and expended in Fy 70 can be attributed to the passage of the Tydings Amendment by Congress which allows a school district to carry over unexpended funds of the preceeding fiscal year. A number of school districts in South Carolina have apparently taken advantage of this law.

Table 1-4

COMPARISON OF PERCENTAGES OF INSTRUCTIONAL, SUPPORTIVE AND OTHER SERVICE EXPENDITURES BY FISCAL YEAR

		FY 69	FY 70
INSTRUCTIONAL			
Salaries, Teachers, Aides, Other		39.8	41.0
Audio-visual Materials, Textbooks, Inservice Training, Travel		11.1	15.8
Equipment for Instruction		4.3	3.6
	Total	55.2	60.4
SUPPORTIVE			
Health, Medical, Dental, Psy.		4.3	4.0
Transportation		1.4	1.5
Food		11.3	9.9
Construction and Remodeling		8.5	5.4
Sites and Other Equipment		1.0	.6
Other - Attendance, Student & Community		6.0	4.3
	Total	32.5	25.7
OTHER SERVICES			
Administration		4.8	5.8
Operation and Maintenance		1.5	2.0
Fixed Charges		6.0	6.9
	Total	12.3	13.9
Instructional Expenditures		$15,994,630	$17,078,434
Supportive Services		9,417,128	8,807,872
Other		3,564,021	4,226,235
	Total	$28,975,779	$30,112,541

Table 1-5

COMPARISON OF PERCENTAGES OF TITLE I
EXPENDITURES BY FISCAL YEAR

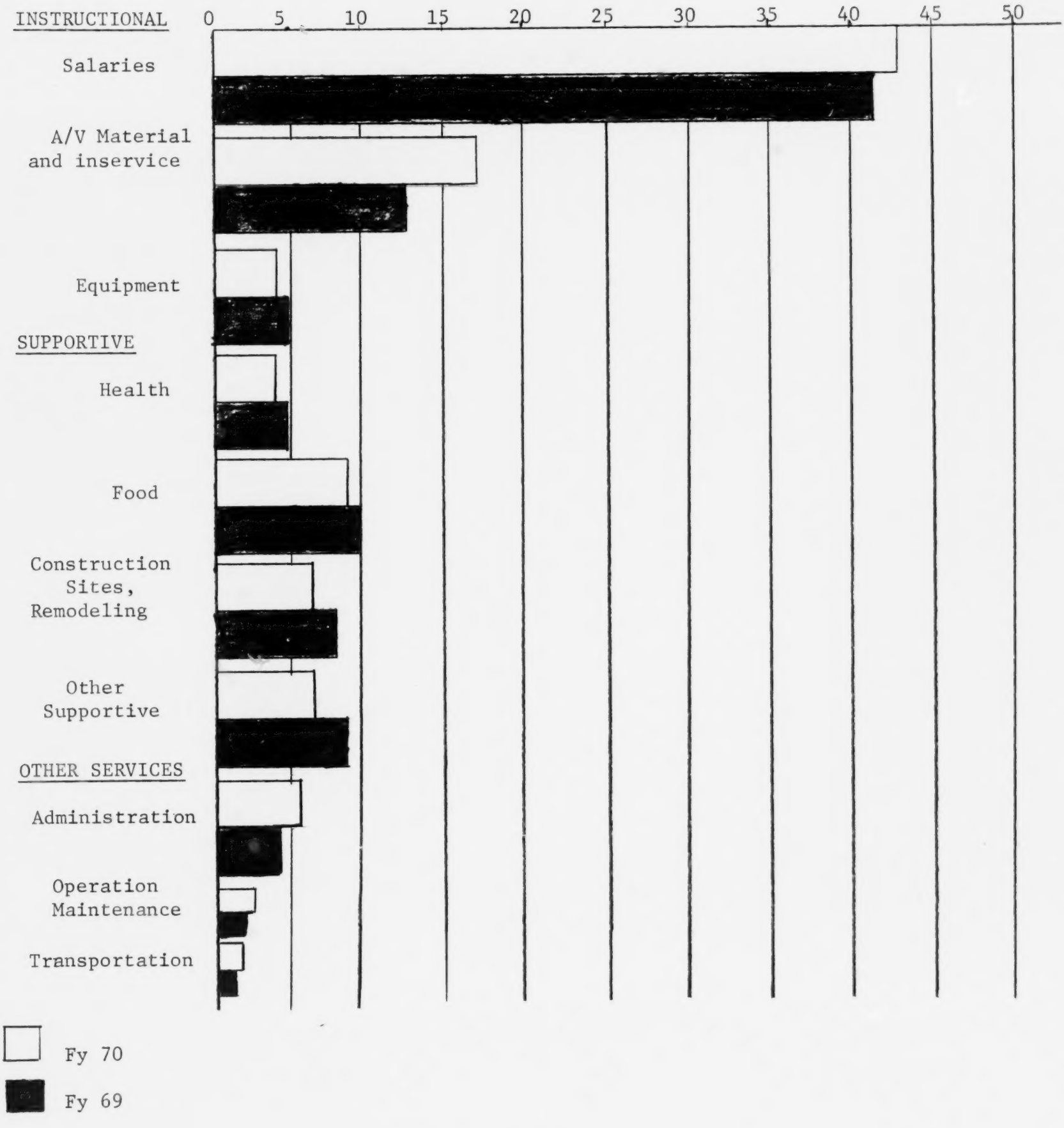
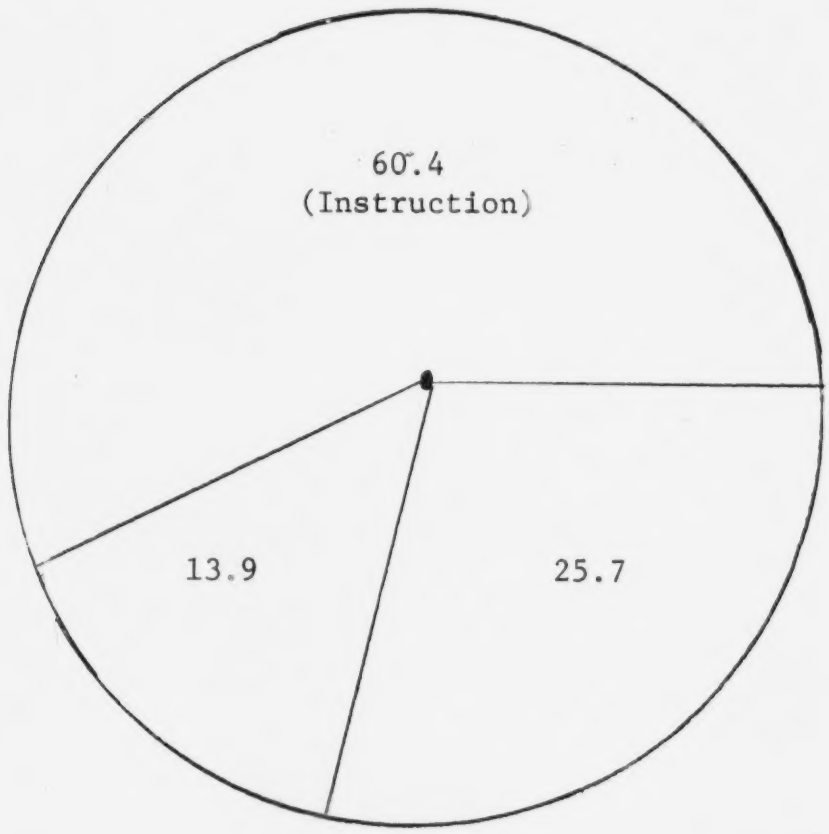


Figure 1-1

INSTRUCTIONAL, SUPPORTIVE AND OTHER SERVICE EXPENDITURES

FY 70



FY 69

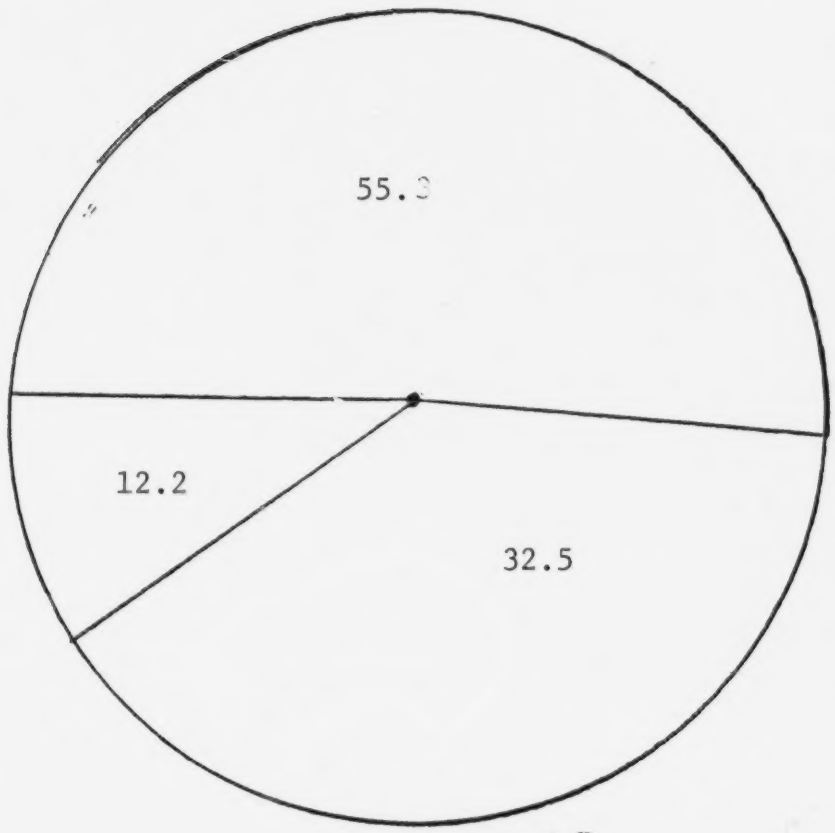


Table 1-6

ESEA TITLE I GRANTS AND
APPROVED PROJECT AMOUNTS

Fy 69

	Grant Amount	Approved Project Amount	Percentage
School Districts	29,075,524	28,975,779	99
State Institutions for the Handicapped	299,029	299,029	100
State Institutions for the Neglected & Delin.	240,723	240,723	100
State Program for the Migrant	382,598	382,598	100
TOTALS	29,997,874	29,898,129	99%

Fy 70

	Grant Amount	Approved Project Amount	Percentage
School Districts	33,148,316	31,112,541	94
State Institutions for the Handicapped	406,687	406,687	100
State Institutions for the Neglected & Delin.	324,002	264,898	77
State Program for the Migrant	420,553	334,572	79
TOTALS	34,299,558	31,854,064	93%

2. During Fy 70, indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (Planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits by type.

During fiscal year 1970, the SEA Title I staff visited sixty-five LEA's operating Title I activities. All districts were not visited because of the limited SEA Title I staff, but all districts were visited by SEA supervisory and consultant staff. The stated objectives of these visits were:

A. To observe the administrative and supervisory functions of the districts as they relate to planning, implementation, and operation of the particular LEA Title I program.

B. To determine the relationship of Title I activities and the existing instructional program in relation to personnel, student-teacher ratio, and the availability and use of facilities, supplies, and equipment in the educationally deprived schools.

C. To become aware of some of the problems confronting LEA's in their attempt at implementing activities in order to offer suggestions and recommendations for improving Title I programs.

D. To provide administrative and consultative assistance in situations where districts have special and immediate problems.

It is difficult to specify the exact number of visits, proportionally by type, since most visits had more than one objective. However, a tabulation of visits by type can be estimated and classified by the major intent of visit. Table 2 on Page 12 represents only visits conducted by the SEA Title I staff and does not reflect other SEA consultant and supervisory personnel who visited regularly all school districts and reviewed the total program inclusive of Title I.

In addition to the visits made to the LEA's by the SEA Title I and SEA consultant and supervisory staff, the Title I staff met with LEA representatives in the SEA Title I Office. Records were not maintained on the exact number and nature of each visit but the SEA Title I staff has estimated that they received between four to six visits weekly and also received between three to five telephone calls daily.

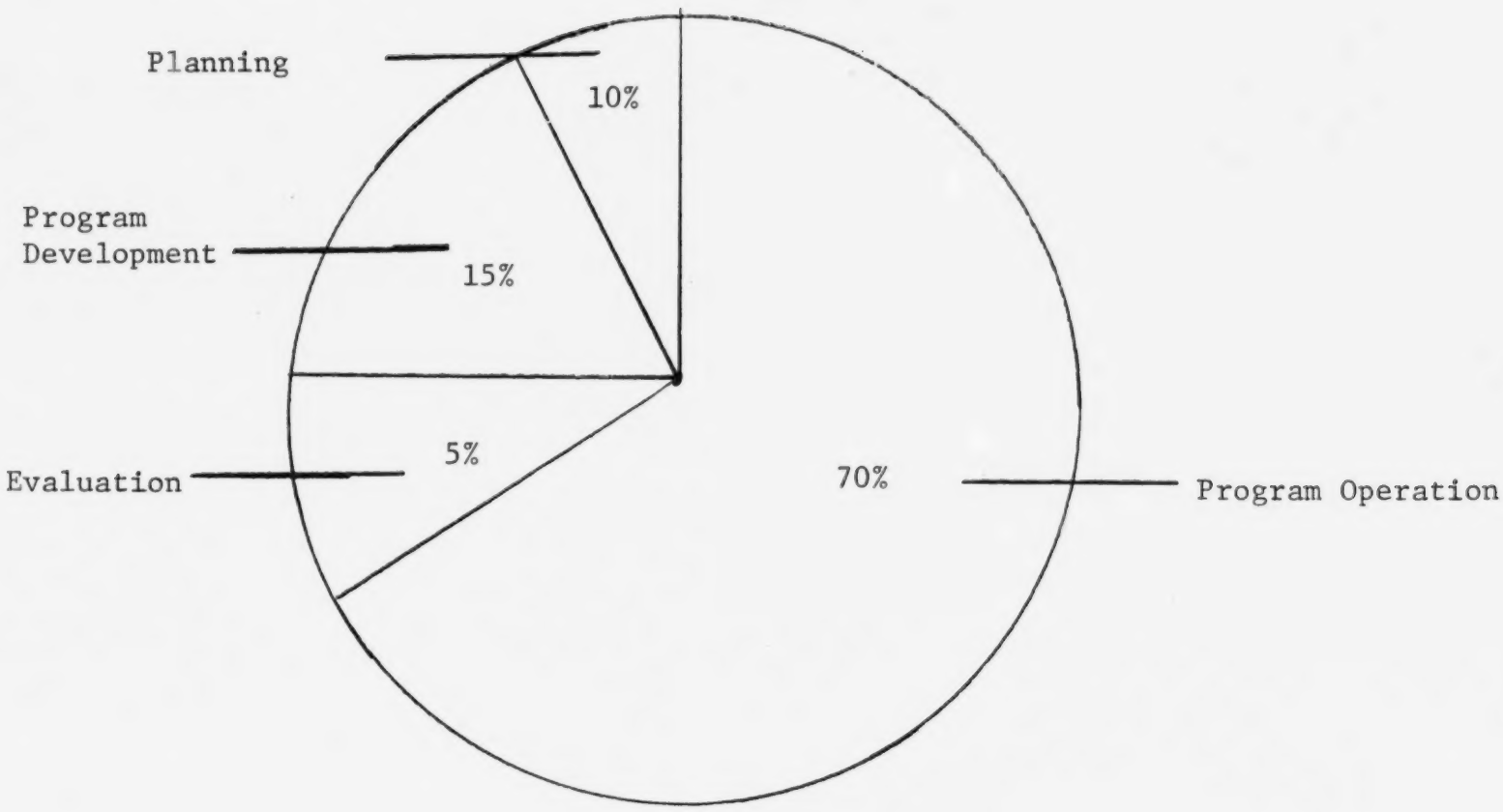
PLANNING AND PROGRAM DEVELOPMENT

The SEA Title I staff works very closely with the SEA consultive and supervisory staff to help districts design comprehensive Title I programs which meet the needs of educationally disadvantaged children. Particularly, the SEA consultive staff visited the LEA frequently to offer services in subject related activities. In addition, the SEA staff conducted four state regional meetings with Title I personnel to assist LEA's in project planning, development, and evaluation. A special state meeting was conducted for new coordinators to provide special help in project planning and to discuss the project application, activity writing, objectives, and evaluation. Particular

Table 2

PURPOSE, NUMBER AND PERCENT OF VISITS
CONDUCTED BY SEA TITLE I STAFF

PURPOSE	NUMBER OF VISITS	PERCENT
Planning	8	10
Program Development	12	15
Program Operation	51	70
Evaluation	4	5



time and interest was given to the comparability forms required by the SEA to be completed for the first time by the LEA. These forms were not required by the U. S. Office of Education to be completed by the LEA until Fy 72, but the SEA felt it would assist in facilitating the necessary LEA changes prior to the deadline of Fy 72. (See Attachments #1 and #2 in the Appendix).

PROGRAM OPERATION

As part of the SEA responsibility in monitoring Title I projects, an attempt was made to visit each district operating Title I programs. In view of a limited Title I staff, this could not be accomplished this year. Those districts which were not visited this year will become first priority in the following year. The purpose of these visits was to review the entire Title I project, to provide a free exchange of ideas and information, and to determine specifically, if projects are being implemented in accordance with submission and approval. The observer must be able to interpret his observations to the project personnel and make recommendations for improvement.

The visitation meeting usually consisted of four phases. The first phase consisted of a general project review with the LEA Title I coordinators, and/or supervisory personnel. During this phase, the total project was reviewed in relation to the components of the projects, such as objectives, activities, personnel and evaluation. Also administrative procedures such as inventory, dissemination, and accounting were discussed and reviewed. The second phase consisted of visiting priority schools to review Title I activities. This review was in

relation to the instructional and supportive aspects of the program. Classrooms were visited. Teachers, students, nurses, etc., were interviewed for a reaction of personnel closely involved with individual components of the operation. The third phase contained a critique by the reviewer with the LEA Title I staff discussing generally his findings and reaction to the project. The fourth phase consisted of a follow-up, written report to the SEA Title I Office in which a letter containing his review was mailed to the superintendent of the LEA visited.

EVALUATION

The SEA Title I Regional Meeting referred to on Page 46 emphasized the importance of a well-planned evaluation strategy at the local level. This meeting stressed the need for building into the project well-defined objectives and objective evaluation instruments in order to gather valid and reliable evidence of pupil and group achivement. The meeting also stressed the importance of properly reporting this information to the SEA.

Additional evaluative assistance was offered to those districts who were chosen to take part in the Consolidated Program Information Report (CPIR) and the National Survey Report. Four workshops were conducted by the Office of Research in conjunction with the Title I Office to facilitate the completion of this document. The workshops were conducted on a regional basis in order to have smaller groups that desire, in detail, the procedures for completing this document.

In addition to meetings held by the SEA, the South Carolina Association

of ESEA Administrators held the third annual fall conference October 4-7, 1970. Attachment #3 and #4 in the Appendix displays copies of the agenda for each conference.

3. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

   A. Improve the quality of Title I projects.
   B. Insure proper participation of nonpublic school children.
   C. Modify local projects in the light of state and local evaluation.

   A. The South Carolina State Department of Education has improved the procedures in the operation of Title I through several methods. The staff of the 89-10 section is constantly evaluating its procedures and methods to improve the effectiveness of Title I in meeting the intent of the law and regulations. Some of the methods which have been initiated by the Title I section for the improvement of the procedures in the Title I program are:

      1. Meeting with new coordinators at the local level to discuss the program, regulations, evaluations, project submission, and other details pertinent to the program.
      2. Hosting regional meetings to discuss regulation changes and project submissions.
      3. Flowing project activities to special area supervisors for evaluation and recommendations to strengthen the activities.
      4. Providing the local districts with a Procedures Manual for the development of Title I projects.
      5. Visiting the local districts for a review of the approved project which is being implemented for the disadvantaged

students in each school district.

At the present time each supervisor is being assigned specific school districts to visit, monitor, evaluate, and assist in designing better Title I programs. Each staff member will work with thirty-one school districts. In addition to the monitoring, each supervisor uses a check list to review a project. This information will give the supervisor the strengths and weaknesses of the project application. (See Attachment #5 in the Appendix for project check list.)

B. Insure proper participation of nonpublic school children.

After consultation with the nonpublic school officials several years ago, it was realized that in some areas a communication gap probably existed between the LEA and the nonpublic school. In order to insure participation of eligible students in the nonpublic sector, a form was developed to be included with the project which gave evidence of involvement with the nonpublic school in attempting to meet the needs of eligible students in the nonpublic school. The public and nonpublic schools have developed better communications, and through a cooperative approach, these two units are attempting to meet the needs of the eligible Title I students located in the nonpublic school. (See Attachments #6 and #7 in the Appendix for a copy of the nonpublic school form and a response by the nonpublic school official.) The regulations and guidelines for the nonpublic school participation were redesigned and explained to the coordinators so the districts could properly involve the nonpublic school officials and eligible Title I students.

C. Modify local projects in the light of state and local evaluation.

Due to the evaluations conducted by each local district, many Title I programs have been restructured to meet the needs of the disadvantaged students. Desegregation has forced many districts to re-evaluate their programs to meet the needs of the most disadvantaged children being housed in new locations which have become priority schools. Many school districts are also concentrating their efforts in the preschool and elementary programs.

South Carolina reached approximately 2,132 students during the regular school term at an estimated cost of $675,126.00 at the kindergarten level for Fy 70. Some 549 teachers were employed at the elementary level in special designed activities to meet the needs of disadvantaged students. As indicated on Table 4-1, a total of 1,147 teachers and 844 other professional (librarians, guidance, etc.) were employed under Title I. These totals represent a substantial amount of Title I monies used for instructional purposes and indicates the future direction of the use of Title I.

4. Effect Upon Educational Achievement

A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your state? On the basis of objective statewide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including nonpublic school pupils. With standardized achievement test results, compare the achievement of participants in Title I projects to that of all pupils of the same grade level in the state using current national and statewide norms and specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your state. Indicate the number of Title I participants for which data are presented.

It is very difficult to evaluate the effects Title I funds have had upon the educational achievements of educationally deprived children relative to objective data. The diversification of reporting procedures as well as the diversification of test administered by the school district does not lend itself to sampling on a statewide basis. Statewide norms have not been established, and few districts have established local norms which can be compared. As a result, limitations are placed heavily on anyone attempting to compile and tabulate hard data which would constitute meaningful, valid results of student achievement in South Carolina.

Although each district did submit standardized test data and, in many instances, the results did indicate student achievement, this data could not be compiled and tabulated as a sampling of students because of the following reasons: (1) School districts lacked uniformity in the kinds of tests administered to students; and those districts which used the same test, administering dates were not the same; (2) test data submitted was incomplete. A number of districts gave a pretest and had not given a post-test. Some districts used one kind of test for the pretest and another kind of test for the post-test. These and other reasons contributed to the lack of test supported evidence in student achievement. It was hoped that some broad general trends would become apparent and that the testing results would indicate positive or negative changes taking place with disadvantaged children in Title I programs. Since a statewide sample could not be ascertained, a review of several individual

district reports indicated positive student progress. Two individual district annual evaluation reports submitted to the Title I Office are contained in the Appendix as Attachments #10 and #11. These reports do not represent all districts with effective programs nor are all questions stated on the district annual evaluation form answered completely by each district. The reports contained in this document are represented in their original state of submission to our office.

B. What are the most common characteristics of those Title I projects in your state that are most effective in improving educational achievement?

Title I projects in South Carolina which were considered to be most effective by the state staff usually possessed several common characteristics. Projects usually contained a limited number of activities which were properly planned to achieve a limited number of well-defined objectives. This, in fact, led to a more concentrated effort in attempting to meet the needs of disadvantaged children.

Projects with a well-designed inservice training program for teachers, aides, and other staff have indicated some success in improving instruction for educationally deprived children. School districts have realized the necessity of retraining and reinforcing new methods and techniques in teaching as a result of deprived children unable to successfully cope with regular classroom instruction. Consequently, comprehensive inservice programs have been designed and conducted at college campuses, regional university campuses, and within the various districts in order to provide the type of training necessary for success. This training reflects cooperation and coordination on the

part of the State Department and local school districts and represents a concentrated effort in their attempt to strengthen and to alter changes in instruction. Table 4-1 on the following page indicates the type and percent of staff employed with Title I funds. Figure 4 on the succeeding page indicates the types of inservice training offered during Fy 70 and the percent of staff members by type who were involved. Figure 4 clearly illustrates that teachers received the major impact of funds expended for inservice training.

Activities emphasizing individualized instruction and utilizing specially trained teachers in special group instruction with available multi-ethnic materials of high interest and low vocabulary generally show more positive results than the traditional regular class instruction.

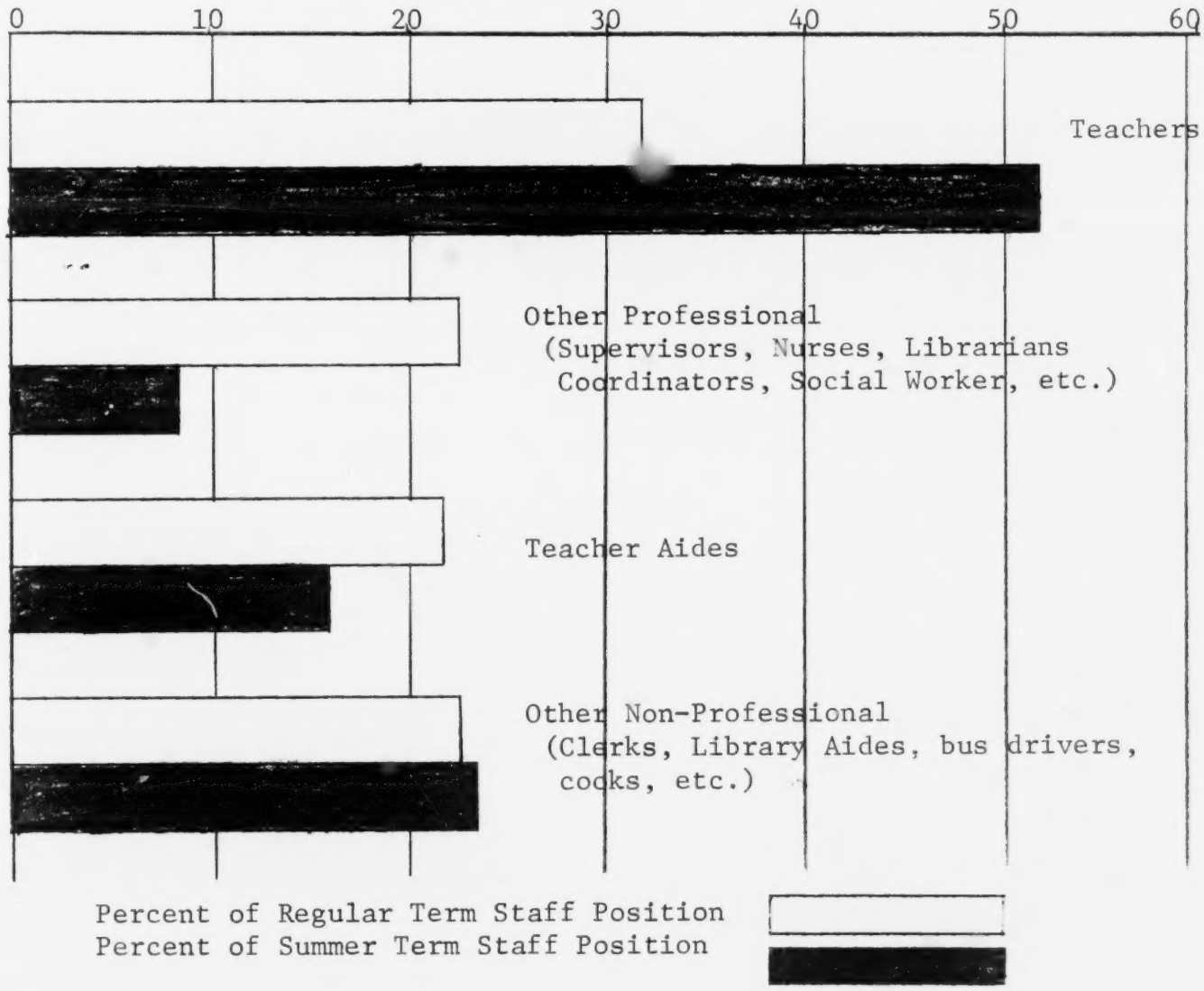
Another characteristic of effective projects has been the practice of keeping good, accurate records from which the district could make a determination of strengths, weaknesses, failures, or successes.

However, it should be noted that a large percentage of the district annual reports submitted to our office were not complete, particularly in reporting hard data. Part of the responsibility for inaccurate reporting could be due to the fact that the annual report was revised and districts were not familiar with completing this type of form. Hopefully, this problem will be resolved this coming year.

C. What evidence, if any, have you found in your state that the effectiveness of Title I projects in related to cost?

Table 4-1

TITLE I PROFESSIONAL AND NON-PROFESSIONAL STAFF

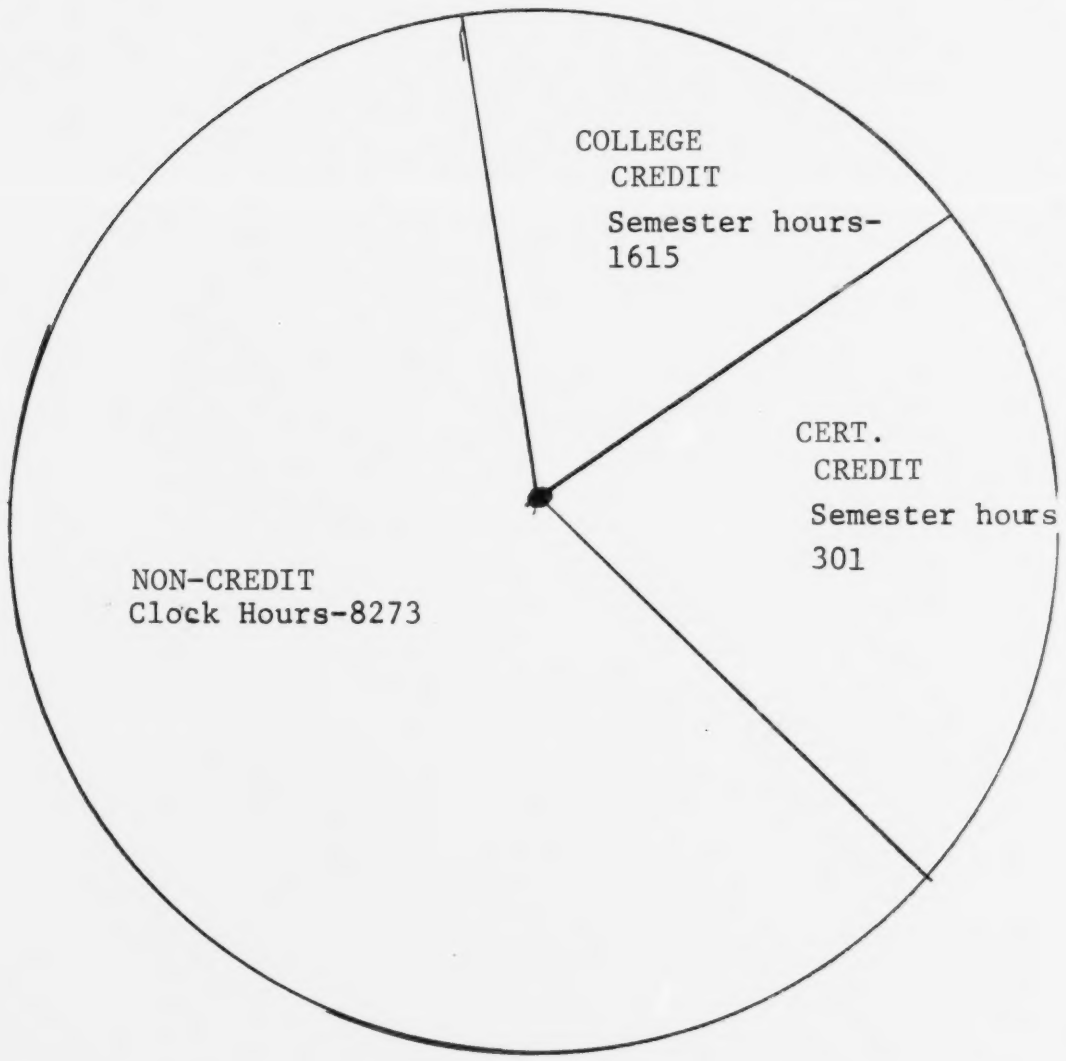


STAFF POSITIONS (FULL OR PART-TIME)		
Type of Position	Regular Ter	Summer Term
Teachers	1[illegible]	3196
Other Professional	844	559
Teacher Aides	813	969
Other Non-Professional	847	1492

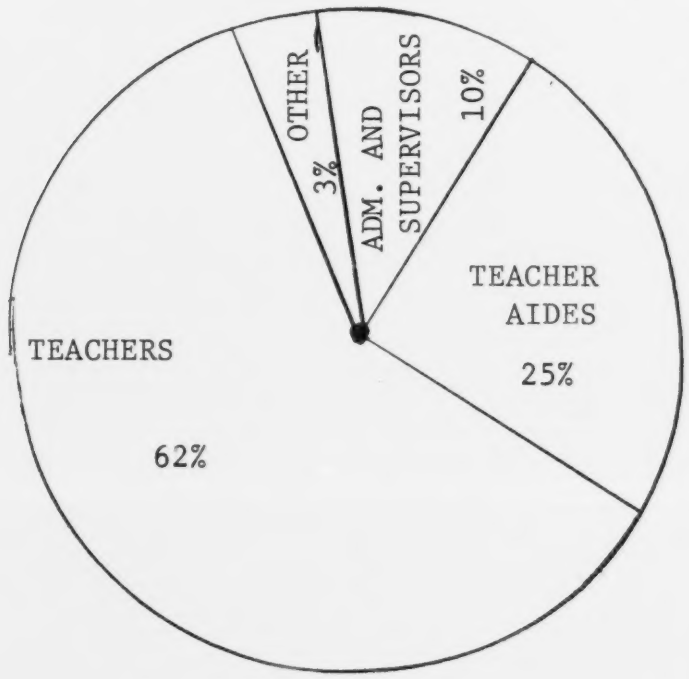
This graph illustrates a comparison of the percentage of Title I personnel by category who are employed during the regular and summer sessions.

Figure 4-1

TOTAL INSERVICE TRAINING TYPES



PERCENT OF INSERVICE PARTICIPATION TIME BY PERSONNEL TYPE



The nature in which information and data were reported did not lend itself to relating the effectiveness of Title I projects to cost.

5. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Educational Agencies, and nonpublic schools?

State Education Agency

It was apparent in 1965 that the magnitude of the Title I program precluded its operation by the existing staff. There were two courses of action to be explored. A separate operation might be implemented, complete with administrative, financial, and program personnel. The alternative was to establish a processing and funding unit for administration and to expand already existing structures to carry out program responsibilities.

The decision was made to pursue the latter course and to move the entire Department toward a more functional approach to state operations. The initial endeavors undertaken under the Title I impetus were strengthened through subsequent activities funded from Title V, Section 503 and 505 and from Title IV, Section 402.

Local Education Agency

The majority of the ninety-three local school districts in the State have followed the recommendations made by the State Department of Education in 1965 and employed a Title I program coordinator. Additions in clerical and accounting personnel were also made. While it may appear that these additions have constituted no major expansion, a closer observation will yield a different order of change. In many small districts there were only two or three district administrative persons including subprofes-

sionals prior to Title I. Also largely attributable to Title I is the improvement in accounting procedures at the district level. A majority of school districts have standardized their accounting practices and moved toward a greater awareness of their fiscal responsibilities due to the required Title I audits.

Nonpublic Schools

The schools of the Catholic Diocese of Charleston constitute the vast majority of nonpublic schools in South Carolina wherein children are eligible for Title I services. The Diocese, constituting one school district for the State has strengthened the role and responsibilities of its superintendent. It has added the services of a Federal program coordinator. Local principals are assuming a stronger administrative role and relating more effectively to the general school world and to their communities.

6. Additional Efforts to Help the Disadvantaged

A. If state funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with state money, and the amount and proportion of total program funds provided by the state for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs, if any, supported entirely by state funds which were operated specifically for the educationally deprived.

The State of South Carolina initiated a pilot kindergarten program at the cost of $500,000 to augment the program for preschool students in South Carolina. This pilot program has proven to be very successful. The State pilot program operates some seventy-one units in forty counties in providing early preschool education for many educationally

deprived children. Some years ago the need was realized for assistance to meet the educational deficiencies of children before they entered the first grade. South Carolina plans to expand this pilot operation when additional funds become available in the State.

B. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other problems and agencies involved.

Local education agencies have continued to cooperate with the local CAA organizations. In some school districts, the OEO units and LEA's have cooperatively planned and implemented the summer head start programs. Facilities have been shared in the implementation of the program, and funds have also been used simultaneously in coordinating the program. One example of this cooperation was in Horry County. The Coordinator of Title I, Mr. John Dawsey, and Mr. Sam Hudson, OEO, met to coordinate the program for Head Start in Horry County. The summer program was very successful and met the needs of educationally deprived students.

Title I has worked closely with the Vocation and Adjunct Education sections in implementing programs for the disadvantaged in South Carolina. Each of these sections has a distinct function, and Title I has attempted to supplement above these programs, specially designed activities to meet the needs of the educationally disadvantaged student. Some of the activities have been designed around pre-vocational courses which introduce students to specially designed activities for their exploration.

Many Title III pilot programs have been initiated and designed to meet the needs of a small number of students. When these activities have proven successful, Title I has provided funds to maintain and, in many instances, expand activities to serve additional deprived students.

Title I has worked closely with the school lunch service in the State Department of Education through meetings and coordination of efforts in helping the deprived children in the State.

Title I has been used to stand for the parent in providing the necessary food service program which is a supportive part of the total educational program of Title I. This service has not supplanted other resources which are available, but supplemented this service as it relates to the educational component of Title I.

South Carolina spent 60.4 percent of its total allocation for instructional services which amount to $17,078,434. In Title I food services South Carolina spent 9.2 percent which was $2,996,700. This clearly illustrates that South Carolina is meeting the intent of the law under Title I with this amount being spent in the instructional area and only 9.2 percent for the supportive food service.

Local educational agencies have worked diligently with other agencies in an attempt to provide supportive services to needy children. Three illustrations of outstanding district and other agency cooperation have been extracted from the annual district reports and are described

below:

Illustration #1

"Family consists of father, mother, and three children. Father was hurt on the job. He was referred to Legal Aid Society for advice in the settlement of his claim. He was informed about Food Stamps and the family went for aid. Man was unable to return to regular employment, so he went to Vocational Rehabilitation and they were going to assist him in finding work which he could do with his disability. In the meanwhile, a church group assisted with groceries. School lunches were provided for the children until the father was able to secure work."

Illustration #2

"A fourteen year old boy has been socially promoted to the 5th grade. He was becoming a disciplinary problem. Title I secured psychological testing and special education was recommended."

Illustration #3

"A child who had been reportedly beaten was referred to the Child Welfare Division for Protective Services. The school social worker and child welfare worker conferred with the Family Court regarding placement of the child. An appointment was made with the Director of the Handicapped School to interview the child for possible placement. The director's conclusion was that the child was severely impaired emotionally and could be placed in his school if transportation could be worked out. Child was placed in a foster home where he could get transportation to the school. Shortly after this, it was discovered the child had a veneral disease. He received necessary treatment at the County Health Department and this situation has been cleared up. Child appears to be well adjusted and happy in his new school and home. Future plans for this child are indefinite but it is hoped that his emotional problem can be solved, and he can eventually be placed in a special education class and receive vocational training, so as a future adult, he will be a tax payer instead of a tax eater."

Extracted from one district is an illustration of the number of cases referred and received help from local agencies. This illustration is

described below:

During Fy 70 the District Six-School-Home Visitors have referred or worked in cooperation with the following agencies and in the specified number of cases outlined.

	Number of Cases
Department of Public Welfare	35
Lions Club Sight Conservation Program	25
Salvation Army	30
Food Stamp Program	20
Spartanburg County Attendance Teacher	12
Spartanburg County Family Court	15
Crippled Children	10
Vocational Rehabilitation	4
Manpower	3
Piedmont Community Actions	3
Spartanburg County Health Department	
Veneral Disease	2
Dental Unit	20
Mental Health	10
Red Cross	2
Spartanburg Speech and Hearing Clinic	5
O.A.S.I.	3
School for Handicapped	1
Charity Investigation	4
Family Service	2
Various Church Groups	10
South Carolina Employment Agency	3
Legal Aid Society	2
	221

7. Evaluate the success of Title I in bringing compensatory education to children enrolled in nonpublic schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptation to meet the specific educational needs of educationally deprived children in nonpublic schools, changes in legal interpretation, and joint planning with nonpublic school officials.

During the school year of 1968-69, (Fy 69), the SEA made a concerted effort to enhance the participation of eligible nonpublic school children in the State. The major outgrowth of the effort made by the SEA was a revision of the assurances in Title I projects with regard

to participation of eligible children in nonpublic schools, and proposed specific action to insure improved assessment and adequate participation. (See Attachment #4 in the Appendix.)

The worth of the aforementioned endeavor made by the SEA during Fy 69 is well evidenced by the nature and extent of nonpublic school participation during school year 1969-70, (Fy 70).

During Fy 70 there were sixteen (16) school districts in the State with eligible nonpublic schools within their respective attendance boundaries. There were, however, only ten (10) of these sixteen districts with eligible nonpublic school students in attendance. All ten of these districts submitted Title I projects which included the participation of eligible nonpublic school students. The six(6) districts that did not include nonpublic school participants in their Title I proposal did, however, involve the nonpublic school authorities in the process of identifying eligible Title I children.

Those projects submitted by LEA's during Fy 70 which included special programs for the participation of eligible nonpublic school students involved 1,308, K-12 participants, with the greatest amount of participation being in grades K-6. (See Table 7-1, 7-2, and 7-3.)

The majority of the nonpublic school programs were conducted during the regular school year on a regular time schedule, some districts involved participants in summer activities.

Those areas most emphasized in Title I projects designed to serve eligible

Table 7-1

NONPUBLIC SCHOOL TOTAL ENROLLMENT AND TITLE I PARTICIPATION
BY GRADE LEVEL FOR REGULAR SCHOOL TERM

Grade	Enrollment	Grade	Title I Participatio
K	673	K	201
1	916	1	199
2	811	2	138
3	846	3	154
4	787	4	130
5	767	5	116
6	673	6	129
7	736	7	115
8	559	8	90
9	398	9	12
10	355	10	10
11	353	11	8
12	319	12	6
TOTAL	8193	TOTAL	1308

Table 7-2

PERCENT OF TOTAL NONPUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL
PARTICIPATING IN TITLE I REGULAR YEAR PROGRAM

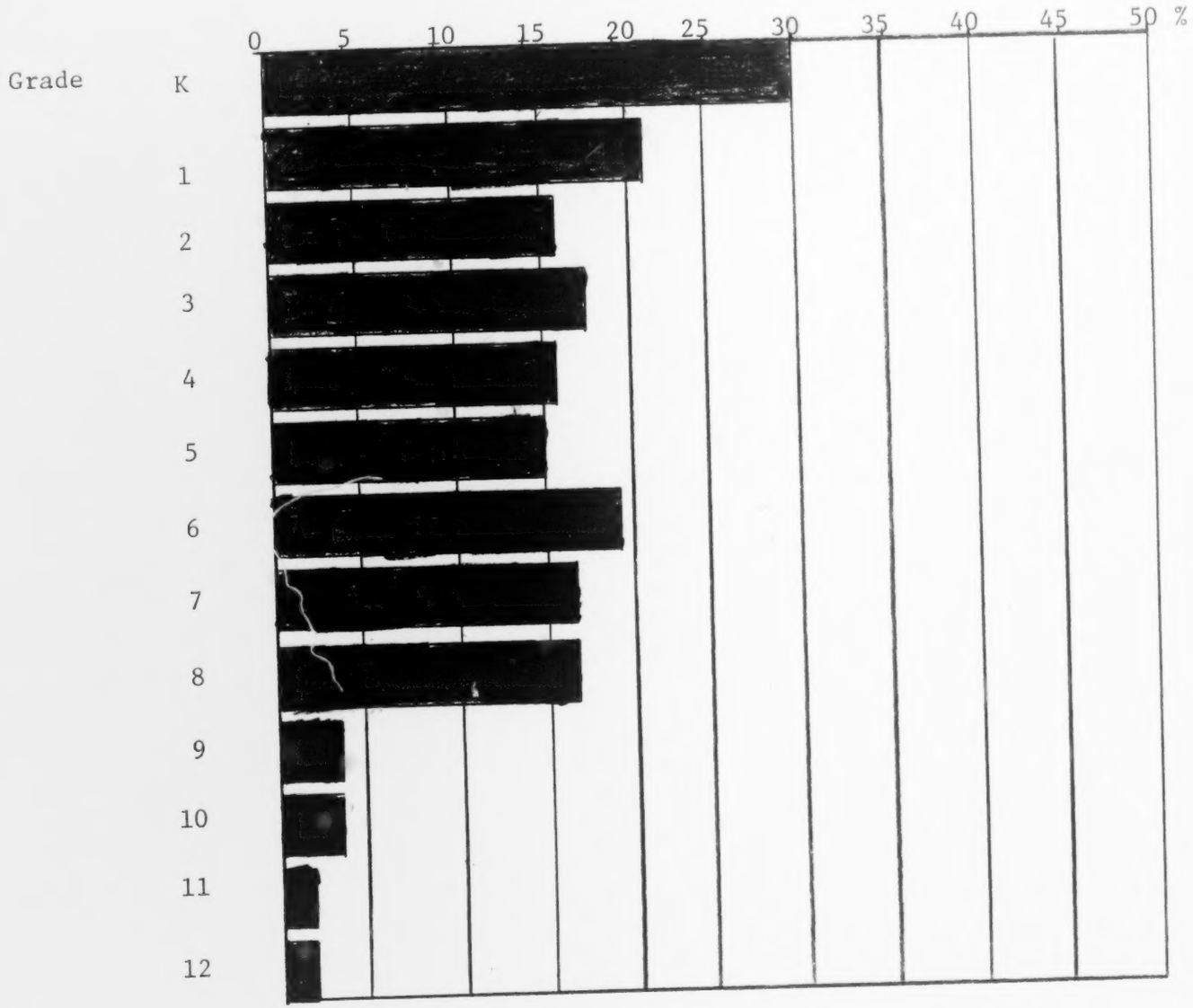
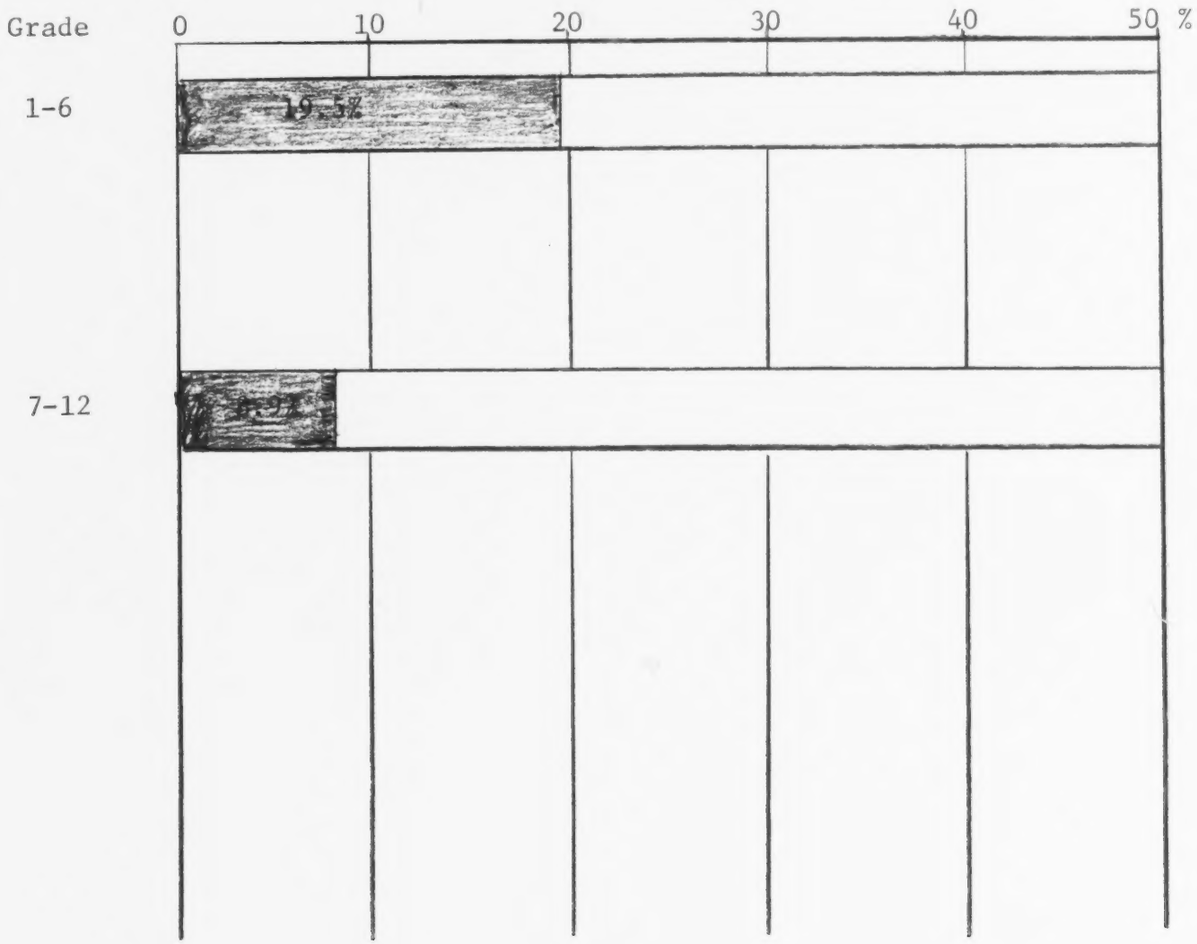


Table 7-3

PERCENT OF TOTAL NONPUBLIC SCHOOL ENROLLMENT BY ELEMENTARY AND SECONDARY LEVEL PARTICIPATING IN TITLE I REGULAR SCHOOL PROGRAMS



nonpublic school children were: reading, preschool, math, special education, and science.

8. How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

The coordinated inservice training program was a requirement imposed by the SEA for the approval of projects in 1969-70. All applications requesting the use of educational aides during this fiscal year were required to present well-designed plans for training programs in which the aides and the professional staff members they were to assist participated together. (See Attachment #13 in the Appendix.) The general pattern of such activities included meetings two or three days prior to the beginning of the school year, mid-term meeting, usually one-day sessions, and one or two-day meetings to culminate the year's activities. By comparison of expenditures and number participating for the previous fiscal year (Fy 69) and current fiscal year (Fy 70), it is evident that the LEA's are increasing emphasis on teacher-teacher aide inservice programs. (See Table 8.)

The number of personnel who received inservice training during Fy 70 is as follows:

Teachers	6,640
Aides	2,453
Other	1,011
Estimated Cost	$1,017,262

An example of an outstanding coordinated program is described below.

In one district, a comprehensive inservice training program was conducted

Table 8

ESTIMATED EXPENDITURES AND NUMBER OF
PARTICIPANTS INVOLVED IN INSERVICE TRAINING
DURING FY 69 AND FY 70

FY 69		FY 70	
Teachers	7,019	Teachers	6,640
Aides	1,379	Aides	2,453
Other	947	Other	1,011
Est. Cost	$454,116	Est. Cost	$1,017,262

for administrators, teachers, and aides. This comprehensive plan included an intensive pre-service training session during August which lasted for a duration of three weeks and included seventy-five (75) clock hours of training, in addition the district offered summer school courses, and periodic inservice sessions throughout the school year. The following is a listing of major training activities that were undertaken in this particular district during the 1969-70 school year.

1969

June-July	Summer school and special work shops, 27 teachers and aides, 7 elementary school principals.
June 6	Evaluation with administrators.
August 4-22	Pre-service Training.
September 8	Evaluation and Planning, Drs. Cowles and Daniel.
September 11-12	Four area sessions with first grade teachers.
September 18-19	Substitute Training, Dr. Nancy McCutheon of U. S. C.
September 26-29	Four area sessions with first grade teachers, Drs. Cowles and Daniel.
October 2	Substitute Training.
October 17	Inservice for kindergarten personnel, Dr. Jim Cowles, Dr. Milly Cowles, Dr. Kathryn Daniel.
October 20-21	Substitute Training.
October 31	Evaluation and Planning.
November 6	Substitute Training.

November 7	Kindergarten personnel and administrators to observe at the U.S.C. Demonstration School in Columbia, South Carolina.
November 17	Substitute Training.
December 5	Inservice for first grade teachers and principals.
December 10	Inservice for first grade teacher aides.
December 12	Inservice for kindergarten personnel, with two physical education instructors of U.S.C. and Dr. Daniel.

1970

January 6	Evaluation and Planning.
January 19	Elementary School Principals.
January 26-27	Program Development Sessions.
February 6	Administrators and K-1 personnel to Columbia for meeting with Dr. Constance Kamii.
February 9	Inservice for first grade teachers, Dr. Mary Tom Berry of Middle Tennessee University, Drs. Cowles and Daniel.
February 16	Inservice for teachers of grades 1-3, Dr. Marion Franklin of UNC at Greensboro, North Carolina.
March 9	Elementary Schools Principals with Drs. Cowles and Daniel.
April 1	Staff Planning Meeting.
April 2	Early Childhood Education Exhibit.
April 6	Inservice for administrators and teachers of grades 1-3. First in

April 6 (Cont.)	a series of seven training sessions, led by Dr. Milly Cowles, Dr. Kathryn Daniel, Miss Tunie DuRant, and Miss Jane Parker, all of U.S.C., plus Dr. Virginia Horns of the University of Alabama and Dr. James Cowles of the College of William and Mary.
April 9	Staff Planning Meeting.
April 13	Staff Meeting.
April 20	Inservice for kindergarten personnel, with Dr. Milton Akers, Executive Director of the Association for the Education of Young Children, Dr. Milly Cowles, and Dr. Jim Cowles.
April 21	County staff and administrators, with Dr. Milton Akers.
April 24	Early Childhood Education staff meeting with the county administrators; steering committee named.
April 24	First in a series of staff meetings to begin reassessment, evaluation, and planning.
April 27	Inservice for administrators, 1-3 teachers.
April 29-30	Conference on Child Centered Curriculum in Columbia, South Carolina State Department of Education.

9. Describe the nature and extent of community and parent involvement in Title I programs in your state. Include outstanding examples of parent and the community involvement in Title I projects.

The SEA has long encouraged LEA's to involve the parents and community actively in the planning and operation of public schools in the educational program of their communities. Title I has further encouraged the participation of the community as a whole to become more involved in the

development of programs to meet the needs of the educationally deprived child. In an effort to further expand the involvement of parents in program development, the SEA included a recommendation in its Procedures for Developing Title I manual that the Title I program should include appropriate activities or services in which parents will be involved:

> "The Title I programs should include appropriate activities or services in which parents will be involved. The primary goal of such activities and services should be to build the capabilities of the parents to work with the school in a way which supports their children's well-being, growth, and development.
>
> Each local school district shall provide for the maximum practical involvement of parents of the educationally deprived child in the area to be served. School districts may established advisory committees to assist in the planning and development of Title I projects.
>
> It shall be the policy of the State Department to require each local educational agency to provide the maximum practical involvement of parents of educationally deprived children in the planning and development of projects including their representation of committees which may be established for local Title I programs."

During the past school year (Fy 70), all programs submitted to the Title I staff for approval gave evidence of some type of cooperative involvement on the part of school personnel and the parents of the community. Most parental involvement was reported as being invitations for parents to attend parent-teacher conferences, open house activities and home visitations by social workers employed with Title I funds. In many districts, the coordinator met with special groups of parents when planning Title I programs. By comparison of previous fiscal years it is apparent that there is an increasing number of districts who have formed or who are in the process of forming highly structured and well-organized lay advisory committees that are representative of the educationally deprived

students in their respective districts. An outstanding example of parental involvement in Title I projects is illustrated by Florence County School District No. 3, Lake City, South Carolina:

COMPREHENSIVE PLANNING ACTIVITIES

A group of approximately twenty-five parents, with special interest in the mentally retarded child, meets periodically and has made suggestions and offered help in the organization of classes for this type of handicapped child.

A committee of seven local business men and women has been formed to work with the vocational departments, in cooperation with the school administration, to offer suggestions and make recommendations concerning job training and placement.

A community bi-racial group has been organized to study the needs of the disadvantaged and underpriviledged child. This committee, with the principal of the Carver Elementary School as chairman, is serving as an advisory group to the administration.

The principals in the individual schools in the district, with the cooperation of teacher planning groups, analyzed the needs of the children under their supervision and provided this information along with recommendations concerning types of activities and services required to meet these needs.

Plans and suggestions were received from Title III Regional Office in Florence. The superintendent serves as a member of the executive board of this group. He also serves as a member of the executive committee of the Multi-District Center.

Plans and suggestions were made relative to the various activities by staff members serving as consultants or directors in the various educational areas. Numerous faculty groups meet periodically to assess needs and make recommendations.

The County Office of Economic Opportunity was consulted and suggestions

and advice received as evidenced on Attachment #13 in the Appendix.

During the past year, local districts used varied techniques in disseminating pertinent information to the local community, SEA and other agencies concerning the use of Title I monies. According to the district annual report, letters to parents were most frequently used in informing parents about Title I. (See Table 9 on the following page.)

Table 9

LEA TECHNIQUES USED IN DESSIMINATION
AND FREQUENCY OF USE

Brochures	92
Newspaper Coverage	298
Oral Reports	691
Letters to Parents	23,040
Radio or Television	328
Other	78

APPENDIX

LIST OF ATTACHMENTS

1. Comparability data for South Carolina elementary schools.
2. Comparability data for South Carolina high schools.
3. Regional Title I Coordinators Meeting.
4. South Carolina Association of ESEA Administrators Fall Conference Meeting.
5. Title I supervisors project checklist.
6. Statement by nonpublic school representatives in coordination with a Title I program.
7. A letter from nonpublic school State Coordinator of Government Programs.
8. Copy of LEA annual program evaluation Form, Part II.
9. Relevant statistical data of five selected school districts represented in the Appendix.
10. Annual program evaluation, Part II of Chesterfield County School District.
11. Annual program evaluation, Part II of Darlington School District.
12. Inservice training for aides and comprehensive planning activities.
13. Comparison of student dropout for Fy 66 and Fy 70.

COMPARABILITY DATA FOR SOUTH CAROLINA

Attachment #1

1. PRIORITY ELEMENTARY SCHOOL	2. GRADES	3. ADA REPORT	4. NO. TEACHERS	5. PUPIL TEACHER RATIO	6. NO-NON TEACHING PROF.	7. PUPIL NON-TEACH. PROF. RATIO	8. NO. INST. NON-PROF.	9. PUPIL INST. NON-PROF. RATIO	10. CURRENT PER PUPIL FOR IN PERSON
11. AVERAGE FOR PRIORITY ELEMENTARY SCHOOL									
NON PRIORITY ELEMENTARY SCHOOL									
12. AVERAGE FOR NON PRIORITY ELEMENTARY SCHOOL									

COMPARABILITY DATA FOR SOUTH CAROLINA

Attachment #2

1. PRIORITY SECONDARY SCHOOL	2. GRADES	3. ADA REPORT	4. NO. TEACHERS	5. PUPIL TEACHER RATIO	6. NO-NON TEACHING PROF.	7. PUPIL NON-TEACH. PROF. RATIO	8. NO. INST NON-PROF.	9. PUPIL INST. NON-PROF. RATIO	10. CURRENT AVE. PER PUPIL EXP. FOR INST. PERSONNEL
11. AVERAGE FOR PRIORITY SECONDARY SCHOOL									
NON PRIORITY SECONDARY SCHOOL									
12. AVERAGE FOR NON PRIORITY SECONDARY SCHOOL									

13. CURRENT AVE. PER PUPIL EXPENDITURE FOR INSTRUCTIONAL PERSONNEL PRIORITY SCHOOLS. _____

14. CURRENT AVE. PER PUPIL EXPENDITURE FOR INSTRUCTIONAL PERSONNEL NON-PRIORITY SCHOOLS. _____

15. PUPIL-TEACHER RATIO FOR ALL PRIORITY SCHOOLS. _____

16. PUPIL-TEACHER RATIO FOR ALL NON-PRIORITY SCHOOLS. _____

17.

Attachment 3

REGIONAL TITLE I COORDINATORS MEETING

February 17, 18, 19, 1970

10:00 - 10:05	Welcome - Host Superintendent or his representative	
10:05 - 11:00	General Meeting	
	Legislation and Allocation - Fy 70	Dr. Donald Pearce
	Outlook of Title I	Danny Brabham
11:00 - 11:15	Break	
11:15 - 12:15	General Meeting	
	Accounting	Jack Parrish
	Special Programs & Evaluation	Quay Roseman
	Project Applications	Jack Seurynck
12:15 - 1:30	Lunch	
1:30 - 2:30	Special Areas of Interest	

A. Accounting
B. Construction
C. Evaluation
D. Summer Schools
E. Inservice Training
F. Food
H. Comparability
I. Parent Involvement
J. Problem Areas
K. Dissemination of Information

2:30	Adjournment
2:30 - 3:30	The Title I staff will be available for individual questions.

SOUTH CAROLINA ASSOCIATION OF ESEA ADMINISTRATORS
FALL CONFERENCE
October 4-7, 1970
Myrtle Beach, South Carolina

Attachment #4

SUNDAY, OCTOBER 4

7:30	Banquet - Pine Lakes Country Club Speaker - Honorable Earl E. Morris, Jr. Senator, Pickens County

MONDAY, OCTOBER 5
(Myrtle Beach Convention Center)

9:00	Call to Order - President Grady L. Greer Welcome - Mr. Thurman W. Anderson, Superintendent Horry County Schools
9:15 - 9:45	Address - Dr. Cyril B. Busbee, State Superintendent of Education
9:45 - 10:30	CHESTER COUNTY READING PROGRAM Mr. Robert Stutts, Coordinator, Title I, ESEA Chester County Schools
10:30	Break (Coffee and Exhibits)
11:15 - 12:15	Buzz Session - "Comparability"
12:15	Lunch
1:45 - 2:30	SCHOOL-HOME RELATIONS Mr. W. M. Ferguson, Coordinator, Title I, ESEA Spartanburg School District #6
2:30	Break
3:00 - 3:45	Buzz Session - "Accountability"
3:45 - 4:30	Dr. John Staehle, Division of Compensatory Education United States Office of Education

TUESDAY, OCTOBER 6
(Myrtle Beach Convention Center)

9:00	Call to Order - President-Elect Ben Cox
9:00 - 9:45	EARLY ELEMENTARY PROGRAM Mr. E. R. Reeves, Coordinator, Title I, ESEA Williamsburg County Schools
9:45 - 10:30	Buzz Session - "Evaluation"
10:30	Break
11:00 - 11:45	"Incorporating New Techniques and Materials Into The Reading Education Curriculum" Mr. Walter L. Powers, Vice-President Psychotechnics, Inc.
11:45 - 12:30	"FOLLOW THROUGH PROGRAM" Mr. Purvis Collins, Coordinator, Title I, ESEA Fairfield County Schools
12:30	Free Afternoon

WEDNESDAY, OCTOBER 7
(Myrtle Beach Convention Center)

9:00	Call to Order - President Grady L. Greer
9:00 - 9:45	MIGRANT PROGRAM Mrs. Muriel Smalley, Coordinator, Title I, ESEA Beaufort County Schools
9:45 - 10:30	Break
10:30 - 11:00	COMMUNITY INVOLVEMENT Mr. Terry Lynch, U. S. Office of Education
11:00 - 11:45	Buzz Session - "Community Involvement"
11:45 - 12:30	State Department of Education Mr. Danny Brabham, Coordinator, Title I, ESEA
12:30	Closing Remarks - Adjournment

BUZZ SESSION LEADERS

Danny Brabham
Ben Cox
Hugh Gilchrist
Jack Summers

Attachment #5

TITLE I, ESEA

PROJECT CHECKLIST

DISTRICT _____ TITLE I SUPERVISOR _____

	YES	NO
1. Cover letter requesting amount of money.		
2. Page #1, Signed by LEA.		
3. Maintenance of effort is equal to or greater than previous year. More than 5% drop will need explanation.		
4. Page 1, Item 6 - Summer or regular program or both; if summer or regular program will need 2 pages for Page #4 and Page #5.		
5. Page #2 - Priority schools are identified.		
6. Needs assessment page has been included.		
7. Nonpublic school children eligible to participate have been included.		
8. Page #3 - Salaries in Item 9, Column 3 balances with figure in Section 10, Line 6.		
9. Budget Breakdown has items properly listed.		
10. Construction justification is given if this is included with the project.		
11. Equipment for construction is listed.		
12. Page #4 - Estimated cost is equal to total amount of money being requested.		
13. Page #5 - Must have two pages if program will be for regular and summer terms.		
14. Item 12-D2 on Page #5 must balance with 12A - 16(4).		
15. On Page #6 - Item 14 must have an explanation how parents have been involved with the project.		
16. Activity sheets have proper outline and Supply and Equipment lists attached.		
17. Statement of Assurances signed by the LEA.		
18. Comparability forms included.		
19. Attachment #2 - CAA signature.		
20. Attachment #3 - Nonpublic school statement has been signed by principal.		
21. Drawings or sketch of construction.		

	YES	NO
22. The selection of schools with high concentrations of children from low-income families has been selected for activities.		
23. The district has established a comprehensive planning program for activities.		
24. The district is making an effort to concentrate program.		
25. The district has listed objectives of the activities with desired outcomes.		
26. The district has planned program for aides and professional staff in a coordinated training program.		
27. The district has clearly shown that equipment purchased is essential to the success of the activities.		
28. The Title I program includes provisions for dissemination of information.		
29. The Title I project includes evaluation procedures for the project.		
30. The district has clearly shown that funds requested are supplementary and does not supplant any funds.		

Attachment #6

STATEMENT BY NON-PUBLIC SCHOOL REPRESENTATIVE IN COORDINATION WITH A TITLE I PROGRAM

under ESEA, Public Law 89-10

	YES	NO
A. Please check as many as apply to the consultation and planning between LEA and the non-public school		
(1) Has the LEA explained criteria for determining who is eligible to participate?		
(2) Were you consulted on analysis of needs of eligible children?		
(3) Were you consulted on resources available?		
(4) Did you participate in planning this program?		
(5) Do you feel this project will meet the priority needs of eligible children in your school?		

B. Please supply the following basic information regarding children in your school.

(1) Grade level of your school

(2) Enrollment of your school

(3) Number of children who would normally attend a priority school if not attending your school.

(4) Number of children in item 3 who are educationally deprived

(5) Number of children in item 3 who are economically deprived (from families with income of less than $3,000 per year)

C. Description, Comments and Recommendations. (If you feel the project could more adequately meet the needs of eligible children in your school, list the needs in priority order and est. number of children with these needs and the ways Title I could be used to meet these needs).

Name of School

Name and Title of Representative

Signature of Representative

Date of Signature

Attachment # 3

Attachment #7

Department of Education
Diocese of Charleston
119 Broad Street
Charleston, South Carolina 29401

OCT 31 1970

October 30, 1970

Phone 723-6383

MEMO TO: MR. DANNY BRABHAM, PROJECT SUPERVISOR, P.L. 89-10

FROM: MR. FRANK J. O'NEILL, COORDINATOR OF GOVERNMENTAL PROGRAMS, DEPARTMENT OF EDUCATION, DIOCESE OF CHARLESTON

SUBJECT: PARTICIPATION BY NON-PUBLIC SCHOOLS - P.L. 89-10

Communication, Co-ordinaton and Co-operation -- the three ingredients essential to a harmonious working relationship between the public and non-public schools -- are evident at all levels of administration within the state of South Carolina.

As knowledge and understanding of E.S.E.A. has spread, the scope of participation and the effectiveness of the programs has increased markedly. Difficulties that may have contributed to problems in the past are decreasing in significance as a mutual understanding develops. A better knowledge of the organization and structure of the parochial school system by public officials, with a corresponding awareness by the non-public sector of the intent and limitations of E.S.E.A. has produced an environment that holds great promise for the future.

The close rapport between officials of both sectors indicates that the parochial schools can expect to participate fully in future programs designed to meet the needs of the educationally deprived children enrolled in those schools.

Attachment #8

PART II

PROGRAM EVALUATION FORM

PROGRAM EVALUATION

INSTRUCTIONS FOR PART II

The information requested in the following items should be submitted in narrative and tabular form. All tables should be accompanied by some narrative if the interpretation of the data is not obvious from the format. The information should be submitted on 8½" X 11" or 8½" X 14" paper and attached to Part I of the report.

1. List the program objectives as stated in your project application. (These objectives should be stated in such a manner as to permit measurement of the progress that has been made toward achieving them.)

2. A. Indicate, for each objective listed in your project and restated in the response to the preceeding question, the extent to which the objectives were achieved. Support your conclusions with objective evidence (hard data). Subjective evidence or opinion is not an acceptable substitute for objective data, but is acceptable as supportive of it.

   B. Test data for both Title I and Non-Title I schools should be reported in the format suggested by the attached forms for Part II, Item 2B. Data on both project and non-project schools are necessary for comparison purposes.

3. A. Identify those activities and/or services that were most effective in achieving the stated objectives.

   B. Identify those activities and/or services that were least effective in achieving the stated objectives.

   In both Parts A and B your conclusions should be supported by objective evidence.

4. Describe local efforts to coordinate Title I activities and services with the programs of other agencies or organizations. Identify and describe any outstanding examples of cooperation.

5. What evidence, if any, have you found in your district that the effectiveness of Title I projects is related to cost?

6. To what extent will the evaluation of the FY-70 Title I program be used in designing the Title I program for FY 1971?

County

Subject Area

District

GRADE	MONTH & YEAR TESTED		NAME OF TEST	FORM		LEVEL		NUMBER OF SCHOOLS	NUMBER OF STUDENTS		NUMBER OF STUDENTS BY %-ile*							
											1st-25th		26th-50th		51st-75th		76th-99th	
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*USE NATIONAL NORMS

THE ABOVE TABLE SHOULD BE SUPPLIED FOR TITLE I SCHOOLS.

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PART II - Item 2C

County

District

Subject Area

GRADE	MONTH & YEAR TESTED PRE	MONTH & YEAR TESTED POST	NAME OF TEST	FORM PRE	FORM POST	LEVEL PRE	LEVEL POST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	NUMBER OF STUDENTS POST	PERCENTAGE OF STUDENTS SCORING AT, ABOVE, BELOW EXP. GR. EQUI: GRADES ABOVE (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MORE PRE	(3) OR MORE POST	AT EXP. GRADE EQUIV. PRE	AT EXP. GRADE EQUIV. POST	GRADES BELOW (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MOR PRE	(3) OR MOR PO
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EXP. GR. EQUIV. STANDS FOR EXPECTED GRADE EQUIVALENT.

Attachment #9

STATISTICAL SUMMARY OF TWO DISTRICTS

District	Allocation	Amount of Money Expended	Number of Children Enrolled	Low Income	Percentage of Low Income	Title I Participation	Per-Pupil Expenditure	Type of District	Private School Participation
Darlington #1	535,831	510,365	6,944	3,769	54%	3,769	135.38	Predominately Rural	None
Chesterfield	784,166	731,586	9,421	4,200	44.5	3,989	180.18	Rural	None

Attachment #10

CHESTERFIELD SCHOOL DISTRICT
PROGRAM EVALUATION, PART II

PROGRAM EVALUATION
PART II

1. The objectives of the Fy 70 Title I program in Chesterfield County School District can be identified under four categories. (1) To strengthen the total reading program within each Title I project school within the school district through such techniques as diagnostic testing, grouping for instruction, and the use of appropriate reading materials to the level of achievement of each child. (2) To strengthen the total instructional program in each Title I project school through the addition of professional and para-professional personnel to a degree that students would have additional courses available to better meet their needs, interests, and achievement level. (3) To expand an art program into a total of four Title I project schools on a concentrated basis in order that teachers may become aware of the need for art in the elementary school curriculum; to understand the abilities, capacities, and potentials of the various children within a group; and to increase the teachers knowledge in art appreciation, art skills, and art teaching methods. (4) To provide such services as psychological, medical, dental, optometrical, nutritional, and clothing resources in an effort to go beyond the achievement deficiencies of the child and attempt to correct some of the casual factors of underachievement.

2. A. Objective #1, to strengthen the total reading program within each Title I project school got "off the ground" in this school year. Fourteen (14) percent of the students in grades 3-6 who were reading three or more grades below grade placement at the beginning of the school term moved at least one grade placement nearer actual grade placement during the school year while thirty-two (32) percent of the third grade students were at grade placement or above at the end of the year as compared to twenty-two (22) percent at the beginning of the year. At the fourth grade level the percentage of students reading at or above grade placement increased from thirty-two (32) percent at the beginning of the year to forty-two (42) percent at the close of the year. In the fifth year, twenty-two (22) percent of the students were reading at or above grade placement at the beginning of the year and the percentage changed positively to thirty-six (36) percent by the close of the year. At the sixth grade level, thirty-two (32) percent of the children were reading on or above actual grade placement at the beginning of the year and at the close of the year thirty-eight (38) percent of the sixth grades were reading at or above actual grade placement.

The overall instructional programs of Title I project schools has been strengthened during the Fy 70 school year by the addition of courses of study not previously available for students. This activity lacked the objective data measurements needed to give objective measurements of its effectiveness. Noteworthy is the fact that principals have reported eleven (11) dropouts who have returned to school as a result

of objectives established in this aspect of the total Title I program in the school district. Numerous subjective conversations with teachers, principals, and parents tend to recommend this objective; citing such things as "new" courses of study, more teaching supplies and equipment, and the greater amount of time a teacher has had for teaching with para-professionals to assist in so much of the clerical and record-keeping duties of teachers are factors that have made this a very "popular" objective of the Title I program. Without additional classrooms as well as the personnel provided under this objective, the instructional program would certainly have been inferior in the Title I project schools where these classrooms and personnel were provided through Title I.

The objectives stated as #3--Art have been to a large measure met in a satisfactory manner. The teacher checklist, pre and post-test scores, show that teachers have developed a positive concept and feeling of confidence so that children in their classrooms will be provided improved opportunities for growth through the media of art. The pre and post-test scores of the random sampling of students show a general degree of advancement as measured by the particular test used. The art coordinator does not feel that the test used was appropriate for the children and will seek to find a better objective instrument for measurement for future groups.

Objective #4, designed to meet the physical and emotional needs of children, has been a remarkable success. Children receiving direct

services paid for with Title I funds is as follows:

Psychological------100

Medical ------ 76

Dental ------281

Optometrical ------199

Clothing ------299

In addition, the personnel employed to meet this objective have made countless referrals to other agencies and have gotten services paid from other than Title I funds. A remarkable rapport exists between the Title I nurses and the County Health Department and numerous benefits have been obtained for eligible students through the efforts of personnel employed to meet this objective that otherwise would have been missed by these children.

B. See attached test data.

3. A. The reading activity, and art activity, along with the pupil-personnel services activity more nearly met the expectations and objectives for which they were designed. The objective data indicated by the test scores (2-B) along with the summation of objective #4, pertaining to pupil-personnel services bear out the statement made concerning each of these three activities.

B. The activity for strengthing the general instructional program of Title I project schools was the most difficult to attempt to evaluate. Though the personnel and teaching supplies and equipment provided under this activity most certainly had a positive effect upon the curriculum of the school in terms of the diversity of course offerings available to meet individual

needs of educationally disadvantaged students, its diversity did not lend itself to clear objective measurement of the result obtained.

4. A meeting of all agencies providing services in this school district was held at the beginning of the project year. Clear understandings were arrived at as to which agency could help in a given situation. This has resulted in a smoothly operated program of obtaining maximum benefits for all eligible children, taking advantage of all services available before Title I funds were obligated. The local Office of Economic Opportunity has been unusually cooperative and helpful especially in regard to meeting nutritional needs of children.

5. The effect of substantial expenditures of Title I funds has proven that there is a relationship between funds spent and results obtained. The reading activity results reflect that the expenditure of funds over a long enough period of time, concentrated on this one effort can produce positive academic results. This was not the result of <u>one</u> year's effort, rather a beginning to realize tangible results through more than one year's efforts. We sincerely believe that the funds invested are beginning to "pay off".

6. This evaluation has caused us to take a close look at each aspect of the total Title I project as it relates to the desired outcome. It will direct our efforts for the 1970-71 school year's Title I planning to further concentration which will, hopefully and expectedly, result in even more meaningful activities for the educationally disadvantaged students.

PART II - Item 2B

Chesterfield
County

Reading
Subject Area

Chesterfield
District

GRADE	MONTH & YEAR TESTED PRE	MONTH & YEAR TESTED POST	NAME OF TEST	FORM PRE	FORM POST	LEVEL PRE	LEVEL POST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	NUMBER OF STUDENTS POST	NUMBER OF STUDENTS BY %-ile* 1st-25th PRE	1st-25th POST	26th-50th PRE	26th-50th POST	51st-75th PRE	51st-75th POST	76th-99th PRE	76th-99th POST
1																		
2																		
3	11/69	5/70	Gates-MacG.	C	C	1	2	8	483	443	270	240	98	90	72	67	43	46
4	11/69	5/70	Gates-MacG.	D	D	1M	2M	8	512	478	224	264	144	102	63	51	54	61
5	11/69	5/70	Gates-MacG.	D	D	1M	2M	8	504	454	289	262	123	98	68	60	24	34
6	11/69	5/70	Gates-MacG.	D	D	1M	2M	8	460	439	230	256	134	79	60	58	36	47
7																		
8																		
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*USE NATIONAL NORMS

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PART II - Item 2C

Chesterfield.
County

Reading
Subject Area

Chesterfield
District

County Wide Percentages

GRADE	MONTH & YEAR TESTED PRE	MONTH & YEAR TESTED POST	NAME OF TEST	FORM PRE	FORM POST	LEVEL PRE	LEVEL POST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	NUMBER OF STUDENTS POST	PERCENTAGE OF STUDENTS SCORING AT, ABOVE, BELOW EXP. GR. LEVEL: GRADES ABOVE (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MORE PRE	(3) OR MORE POST	AT EXP. GRADE EQUIV. PRE	AT EXP. GRADE EQUIV. POST	GRADES BELOW (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MORE PRE	(3) OR MORE POST
1																								
2																								
3	11/9	5/70	Gates-MacG.	C	C	1	2	8	483	443	7	11	2	7		1	13	13	31	43	44	24	3	1
	11/9	5/70	Gates-MacG.	D	D	1M	2M	8	512	478	9	9	2	5	2	7	19	21	33	35	28	21	7	2
5	11/9	5/70	Gates-MacG.	D	D	1M	2M	8	504	454	4	8	2	6	2	5	14	17	22	23	27	22	29	19
6	11/9	5/70	Gates-MacG.	D	D	1M	2M	8	460	439	7	9	3	5	5	11	17	13	19	14	22	18	27	30
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EXP. GR. EQUIV. STANDS FOR EXPECTED GRADE EQUIVALENT.

TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART

95 Students Tested in 4th Grade

(Random Sampling)

Test I: Recognition of Proportion

	Score	V. Inferior	Inferior	Average	Superior	V. Superior
PRE-TEST	No. of Students	5	17	19	21	33
POST-TEST	No. of Students	4	18	25	18	30

TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART

95 Students Tested in 4th Grade

(Random Sampling)

Test II: Originality of Line Drawing

	Score	V. Inferior	Inferior	Average	Superior	V. Superior
PRE-TEST	No. of Students	63	24	6	2	
POST-TEST	No. of Students	47	25	17	5	1

TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART

54 Students Tested in 5th Grade

(Random Sampling)

Test I: Recognition of Proportion

	Score	V. Inferior	Inferior	Average	Superior	V. Superior
PRE-TEST	No. of Students	2	8	10	12	21
POST-TEST	No. of Students		7	9	7	30

TESTS IN FUNDAMENTAL ABILITIES OF VISUAL ART

54 Students Tested in 5th Grade

(Random Sampling)

Test II: Originality of Line Drawing

	Score	V. Inferior	Inferior	Average	Superior	V. Superior
PRE-TEST	No. of Students	30	11	5	5	2
POST-TEST	No. of Students	22	13	7	3	8

TEACHERS:

THE FOLLOWING IS A CHECKLIST ON ART. (THE SAME ONE YOU FILLED OUT AT THE BEGINNING OF THE YEAR). PLEASE FILL OUT AND RETURN TO THE OFFICE. THANK YOU, MISS RUSSELL.

	PRE-TEST		POST-TEST	
	Yes	No	Yes	No
1. Do I know the developmental stages of artistic expression in children?	5	37	13	29
2. Do I understand the place in art teaching of motivation, isolating and defining a theme for expression, establishing goals, and selecting the media and tools of expression?	7	35	20	22
3. Do I know enough about color to help children to use it effectively?	25	17	35	7
4. Do I know the basic supplies and equipment required to teach art?	18	24	40	2
5. Do I know the proper sources of subject matter for children's work?	12	30	42	0
6. Do I know why we display children's art?	39	3	42	0
7. Do I know enough about display techniques to assist children and others to arrange a striking show?	11	31	15	17
8. Do I understand something about the nature of art appreciation?	31	11	33	9
9. Do I know the elements of design?	5	37	10	32
10. Do I know how to organize materials and equipment to meet the needs of children during an art lesson?	15	27	39	3
11. Do I know the proper care for tools and materials to keep them in good condition?	30	12	38	4
12. Do I read enough about art, art education, and general education, to keep up with developments?	6	36	10	32
13. Do I know enough about picture-making with paper to help children to use this technique?	7	35	22	20
14. Can I help children when they are making free-standing forms or mobiles out of paper?	12	30	15	27

	Yes	No	Yes	No
15. Am I prepared to teach sculpture?	2	40	4	38
16. Can I teach children how to work with clay?	13	29	42	0
17. Do I know enough about various printing processes so that children of all ages under my care could benefit from this work?	0	42	10	32
18. Do I know enough about mural-making and puppetry so that I can effectively help the children with these group activities?	5	37	12	30
19. Do I provide opportunities for children to study works of Masters and Contemporary artists?	1	41	5	37
20. Do I provide opportunities for children to study the beauty of nature and help them become conscious of the value of his sensory equipment - smell, touch, taste, sight, and sound?	25	17	35	7

Attachment #11

Darlington School District 1
Program Evaluation, Part II

PROGRAM EVALUATION

Part II.

GENERAL OBJECTIVES

1. To provide supplementary and complimentary support to the instructional program afforded deprived students in an effort to effect an increased rate of educational and social growth.

2. To provide deprived students with basic non-instructional services which are essential to the development of the child and contributory towards accomplishment of the instructional objectives.

SPECIFIC OBJECTIVES

1. A. Art

To introduce and perpetuate a program of art instruction for deprived students who had not previously been exposed to such a program. As a result of project activity, all deprived students in grades 1 - 6 are served on a continuing basis by qualified art teachers. Students in grades 7 - 12 are afforded credit art instruction on an elective basis. Two deprived students with only one year previous instruction won first prizes in state competition this year, and one of these is entered in national competition. An estimated 2500 students benefit from this program.

B. Reading

To raise the reading level of deprived children by providing in a diversified program a more intensive and concentrated effort. Seventy percent of first grade students are reading at or above grade level as per year ending testing - Part II, item 2C. This compares with a percentage of 52 percent from previous year. Grades 2, 3, and 4, where program is most concentrated, show gains also as follows: grade 2 - 12 percent gain, grade 3 - 13 percent gain, grade 4 - 5 percent gain. Grades 5 - 9 show slight gains or losses. Every deprived child (3769 students) is now being served by one or more phases of the newly developed language arts program. Twenty-six students are being served after school hours in one project senior high school. Approximately 160 deprived students are being served on a one-to-one basis by reading clinicians. The work of reading specialists with the classroom teacher has been the most effective tool in improving and upgrading the reading program.

C. Music

To provide the framework for the involvement of more deprived students in the band and music programs. Approximately 2900 deprived students are now participating in organized music programs now as compared with approximately 300 prior to project activity. The band at a project senior high school has received the top rating in state competition for two consecutive

years. The chorus from same school received the highest rating this year in state competition. The coordination and guidance of music personnel by supervisor has been the most effective element in the improvement of the music program.

D. Physical Education

To provide for a structured physical education program in all project elementary and junior high schools. As a result of initiation of this activity approximately 2800 deprived students are now being served who had not previously been afforded this area of instruction. Approximately 72 percent of students in project schools met minimum requirements of AAPHER physical fitness test. This compares with 54 percent as tested at beginning of year. The providing of qualified instructors has been the most effective part of this activity.

E. Vocational Education

To provide vocational experiences and training for non-college bound youth. This activity was concentrated in one project senior high school. The providing of adequate facilities and equipment resulted in an increase in participation of 38 percent. Two new courses are now being offered. The evening community program has increased 18 percent. The provision for adequate instructional equipment and material was the most effective phase of this activity.

F. Special Education

To provide for an expanded and upgraded program for special education (EMR) students. One additional class was added this year serving 18 additional students. ADA in special education classes was 10 percent higher than regular classes as compared with 10 percent lower the previous year. The provision for materials and coordination of program by supervisors has been the most effective phase of this program.

G. Kindergarten

To supplement and support the kindergarten unit located in a project school for deprived students. This unit is supported primarily by state and local funds and supplemented by Title I. As a result of this cooperative activity, 56 deprived pre-schoolers are now being served who would not have been otherwise. Pre-school Inventory test, administered pre and post, showed an average gain of 17.83 in number of correct responses. Gates-MacGinitie Reading Readiness Test revealed that 21 of 55, or 38%, of kindergarten students were ready to read. The provision for the teacher aide was the most effective part of this activity.

H. Summer Program

To provide for the training and upgrading of teachers of deprived children, training of teachers for expanded programs

in kindergarten and special education; and for the development of a revised curriculum for a project senior high school. Sixty-seven teachers of deprived children will receive from three to twelve hours college credit training in key subject areas. Twelve teachers will receive training for certification for work in early childhood and special education. Sixteen staff members from a project senior high school will produce a revised and more relevent curriculum for non-college bound youth. Payment of costs of teachers' program of training is the most effective part of this activity.

2. A. Food-Health-Waiver Fees-Social Work

To provide the supportive services necessary to equalize advantages enjoyed by other students and which are essential to the disadvantaged students' adjustment to the instructional program. All deprived children (1685) in grades 1 - 6 served lunch free of charge. All other deprived students (2000) provided no-cost or reduced-cost lunch under district's program. All deprived students (3800) received basic health services (medical-dental-visual) as required. All deprived students (3800) received textbooks and related materials free of charge. Incidence and severity of health needs have declined from previous two years. Four hundred eighty-two cases handled by social worker, 101 home visits and 126 other consulations held with parents. These supportive services in themselves are all essential to achieving the broad objectives of this project.

B. Guidance

To provide a formal guidance program in the project elementary schools and to provide for the coordination and integration of all guidance, counseling and testing practices through appropriate supervision. Approximately 1500 deprived children receive direct services from guidance program in their school. Guidance program has been restructured to better meet the social and vocational problems of students, rather than college oriented. An added 385 cases were handled by guidance counselors this year over previous year. The provision for supervision and coordination has best served to meet the objectives of this program.

C Speech Therapy

To provide a program of corrective therapy for the speech impaired and a program of instruction for the hard of hearing. Two hundred fifty-five speech impaired students received therapy on a continuing basis this school year. Twenty-four were released as rehabilitated. Eleven were released as having attained maximum potential. Ten deaf or hard-of-hearing were served within a regular school setting during the school year. Without the benefit of these services, these students would not have received this care. The deaf and hard-of-hearing would have had to enroll in

institutions away from home. The support of salaries for certified specialists has been the most effective part of this activity.

D. Inservice Training

To provide the framework for a coordinated program to improve teacher competency in light of the needs of deprived children. One hundred twelve teachers and administrators took extension courses during school year and/or attended summer school in 1969. Over 400 volumes of professional education material is now housed in professional library and this service was used by 74 percent of all staff one or more times. An estimated 500 college credit hours of instruction will be completed by over 75 teachers this summer. A total of 239 staff members will have participated in credit and non-credit inservice programs by the end of the 1970 summer. The provision for staff supervisor to coordinate these activities is the most effective phase of this activity.

COORDINATION WITH OTHER AGENCIES

Staff personnel under Title I meet on a regular basis with other interested agencies such as OEO Community Action Council, Welfare Department, Health Department, Employment Security Commission, and Juvenile authorities in an effort to coordinate and compliment services being rendered by the separate agencies. Some examples are: cooperation with Health Department in programs for measles eradication, treatment of parasitic worms; cooperation with Welfare Department in securing needed services through schools and other outside agencies for deprived children; cooperation with OEO in NYC in-school work program for disadvantaged students; cooperation with Employment Security Commission through vocational counseling for job placement of disadvantaged youth and establishment of special vocational job training programs for disadvantaged students. The local Welfare Department has initiated a program of providing reading material in homes of disadvantaged, recognizing that reading disability is one of prime factors related to deprived conditions.

COST-EFFECTIVENESS-RELATION

Concentration and intensity of effort is the key to meaningful and substantial results. Fragmented efforts, though sometimes desirable, yield at best questionable results when compared to investment effectiveness. There has been a noticeable and substantial change in the elementary program in the project schools and this is without question the result of the concentration of monies, interpreted in programs, at this level. The per-pupil expenditures for elementary (1-6) programs is $178.26 as compared

with $95.69 for the 7-12 program. We are beginning to see results in the language arts program which enjoys the highest priority and greatest expenditure of any instructional activity. Additionally, our music program has produced substantial achievements. This program produces the second greatest instructional expenditure. In ranking achievements of established instructional goals outlined in our project, the related expenditure ranking is almost coterminous. Conversely, fragmented efforts, with insignificant expenditures, have not produced substantial results and are usually presented for the purpose of achieving a small and limited need.

EVALUATION IN DESIGN OF PROGRAMS

Each staff member under Title I performs an evaluation of their service each year, including recommendations for the coming year. As a result of these area evaluations programs are restructured, reoriented, expanded and sometimes deleted. These evaluations are the basis for planning of the next year's projects. Specifically, in the reading program this year, the work of reading specialists in a clinic situation was concentrated on primary children rather than upper elementary from the previous year. This was a clear result of the previous year's evaluation and recommendations. Health services are now devoting substantially more of their time to educational programs for students, this coming as a result of evaluation which concluded that this approach could possibly abate the need for treatment through prevention programs. Over the past three years, there has been an increased concentration by Title I in programs at an early level, resulting from evaluation which concluded, that in light of resources available, developmental and preventive programs will produce greater results over the span of the students' school life than remedial programs.

Evaluation is the key element in planning future programs.

PART II - Item 2B

Darlington
County

Reading
Subject Area

Area No. 1
District

GRADE	MONTH & YEAR TESTED PRE	MONTH & YEAR TESTED POST	NAME OF TEST	FORM PRE	FORM POST	LEVEL PRE	LEVEL POST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	NUMBER OF STUDENTS POST	NUMBER OF STUDENTS BY *Percentile 1st-25th PRE	1st-25th POST	26th-50th PRE	26th-50th POST	51st-75th PRE	51st-75th POST	76th-99th PRE	76th-99th POST
1		4/70	Gates MacGinitie		A A 1 2	1st	1st	3		164		105		49		10		0
2	10/69	"	"	B 1	B 2	2nd	2nd	3	65	65	28	49	24	6	6	5	7	5
3	"	"	"	C 1	C 2	3rd	3rd	3	58	58	33	39	17	18	5	9	3	2
4	"	"	"	D 1	D 3	4-6	4-6	3	49	49	30	30	10	12	7	5	2	2
5	"	"	"	D 2	D 1	4-6	4-6	3	46	46	21	31	19	7	6	4	0	4
6	"	"	"	D 3	D 2	4-6	4-6	2	118	118	90	93	19	19	6	4	3	2
7	"	"	"	E 1	E 2	7-9	7-9	2	53	53	37	33	12	13	4	7	0	0
8	"	"	"	E 2	E 3	7-9	7-9	2	39	39	25	25	11	7	2	6	1	1
9	"	"	"	E 3	E 1	7-9	7-9	2	94	94	81	76	8	13	3	3	2	2
10																		
11																		
12																		

75

*USE NATIONAL NORMS

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PART II - Item 20

Darlington
County

Area No. 1
District

Reading
Subject Area

GRADE	MONTH & YEAR TESTED PRE	POST	NAME OF TEST	FORM PRE	FORM POST	LEVEL PRE	LEVEL POST	NUMBER OF SCHOOLS	NUMBER OF STUDENTS PRE	NUMBER OF STUDENTS POST	PER. AGE OF STUDENTS SCORING AT, ABOVE, BELOW EXP. GR. EQUIV. GRADES ABOVE (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MORE PRE	(3) OR MORE POST	AT EXP. GRADE EQUIV. PRE	AT EXP. GRADE EQUIV. POST	GRADES BELOW (1) PRE	(1) POST	(2) PRE	(2) POST	(3) OR MORE PRE	(3) OR MORE POST
1		4 '70	Gates MacGinitie	A_1	A_2		1	3		143		17		2		1		50		30				
2	10/69	"	"	B_1	B_2	2	2	3	61	61	5	9	3	7	0	0	16	20	42	44	34	20		
3	"	"	"	C_1	C_2	3	3	3	60	60	6	3	3	5			8	22	48	45	35	25		
4	"	"	"	D_1	D_3	4-6	4-6	3	34	34	12	12	2	6	5	1	21	26	24	41	33	6	3	8
5	"	"	"	D_2	D_1	4-6	4-6	3	42	42	9	5	5	8	2	0	24	14	29	40	26	31	5	2
6	"	"	"	D_3	D_2	4-6	4-6	2	79	79	3	5	3	3	3	4	6	3	17	23	32	32	36	30
7	"	"	"	E_1	E_2	7-9	7-9	2	44	44	7	11	2	2	4	2	13	13	13	13	20	19	41	41
8	"	"	"	E_2	E_3	7-9	7-9	2	42	42	7	7	0	12	2	2	14	8	10	21	12	12	55	38
9	"	"	"	E_3	E_1	7-9	7-9	2	74	74	3	0	1	1	3	4	7	7	4	11	9	16	73	61
10																								
11																								
12																								

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HE ABOVE DATA SHOULD BE SUPPLIED FOR TITLE I SCHOOLS.

N THE EVENT THAT IT IS NOT POSSIBLE TO SUPPLY THE INFORMATION IN TERMS OF PERCENTILES, SUBMIT IT IN THE AVAILABLE FORM SING YOUR OWN FORMAT.

HE SAME CHILDREN SHOULD BE COMPARED IN THE PRE AND POST COLUMNS WHETHER THE TESTS ARE ADMINISTERED DURING THE SAME SCHOOL FAR OR SEPARATE SCHOOL YEARS.

XP. GR. EQUIV. STANDS FOR EXPECTED GRADE EQUIVALENT.

13	PROJECT DESIGNED FOR: ("x" as many as apply) (1) ☐ Preschool; (2) ☐ Early Elementary; (3) ☐ Later Elementary; (4) ☐ Secondary (5) ☐ Dropouts; (6) ☐ Handicapped; (7) ☐ Private School Children; (8) ☐ Children Residing in Institutions for Neglected or Delinquent
14	COMPREHENSIVE PLANNING ACTIVITIES — Identify the private school agencies, parent groups, staff advisory groups, representatives of other Federally financed programs including educational programs, and other local agencies that were involved in analyzing needs and planning the Compensatory Education Program. Describe the nature and extent of their involvement. (Submit "Statement by Community Action Agency" as attachment #2).
15	INSERVICE TRAINING FOR EDUCATION AIDES — If education aides are to be employed, describe the proposed inservice training program for their coordinated training with the professional staff they will assist. Include purpose, general organization, duration of training program, as well as any such training aides may have already completed.
16	DESCRIPTION OF PROJECT ACTIVITY and/or SERVICE — Prepare a separate report on each activity and/or service as indicated in Item II, following the format prepared by State Department of Education, and submit as attachments on 8½" x 11" paper.

Attachment #13

COMPARISON OF STUDENT DROPOUT FOR FY 66 AND FY 70

Grade	Students 1965-66		Students 1969-70	
	Title I	Non-Title I	Title I	Non-Title I
Composite Grades	2.53	2.12	2.18	1.38
12	3.42	2.73	3.44	3.17
11	4.67	4.34	5.21	5.54
10	5.04	5.01	5.36	5.46
9	5.12	4.66	5.19	4.75
8	4.30	3.86	3.64	2.90
7	3.19	2.81	2.64	1.63
6	2.06	1.06	1.16	0.77
5	1.66	0.72	0.87	0.52
4	1.09	0.43	0.75	0.27
3	1.33	0.49	0.54	0.23
2	1.31	0.41	0.51	0.24
1	1.29	0.49	0.56	0.29
Special Education	0.00	3.13	3.15	1.00
No. of Schools	567	696	611	490
No. of Students	301,717	357,600	311,792	354,293
No. of Dropouts	7,744	7,662	6,766	6,215

It can be noted that there was no significant reduction in the numbers of dropouts between Fy 66 and Fy 70 at the high school level (7-12). However, there was a significant reduction in the number of dropouts at the elementary level (1-6). It is reasonable to assume that the marked difference in the number of dropouts at the elementary level might be attributed to the concentration of effort at the elementary level. Therefore, it is reasonable to assume that Title I funds have contributed to the reduction of dropouts in South Carolina elementary schools over the past four years.